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In the Editor's Corner

The guest editorial in this issue is written by John C. Thompson, director of health, physical education and safety, Public Schools, Lincoln, Nebraska.

Financing Fitness

AS AN OUTGROWTH of the President's Conference on Youth Fitness, a number of Governor's Conferences on Youth Fitness are being held, to the credit of state lay and professional leaders who are interested in expanding and improving fitness opportunities for our young people.

It is gratifying to this writer and many other people that a great deal of interest is being generated toward solving the problems of providing facilities, personnel, equipment, and programs which can adequately meet the standards that are recognized in this field.

It seems wise and foresighted to enlist the leadership of lay people to "carry the ball" in this effort, because the professionals have been unsuccessful since World War II, as in previous peacetime efforts, to achieve these standards through the normal channels of school and college administration.

A great deal of support and impetus can be gained for this movement through an organized, enlightened, service-minded public, led by a cross-section of civic groups, such as the Parent Teachers Associations and Business Men's Clubs, with the aid of an informed press and television.

There comes a critical point in this or any movement when talk must be translated into action or the movement loses its momentum. In some states, the movement may not even get started, because the activity ends soon after the conference is adjourned. In other states the talk stops soon after a discussion of ways and means of financing the proposed program. Finance can be a real problem if new methods and sources are not found to do the job.

State departments and local boards of education which are not presently providing for adequate fitness, may lack the philosophy as well as the finances. They may also resist the movement because of the pressure of other previously recognized needs and inadequacies. If additional funds could be provided through the regular sources of state and local taxes, they would probably be inadequate and would probably be, for the most part, allocated to other services, since physical fitness rates such a low priority in many of these states and communities.

However, the sources of private philanthropy are virtually untapped in this field, except for college and university use. Tax write-offs are being diverted into many other endeavors. A "Foundation of Fitness" can be a reality in every state and in many towns and cities, if funds are actively solicited for this purpose.

There are three advantages in this method of financing. FIRST, the probability exists that *more adequate funds can be provided* than could be raised through tax levies. SECOND, the *funds can be earmarked for a specific program,* as was done in the case of the Kellog Foundation for Health. THIRD, *there is an incentive to recognize the benefactor* and each time this is done, the program is publicized also.

Granted, there are some state and local administrators who will refuse earmarked funds; however, can many resist the impact of a popular, nation-wide trend? This movement can succeed, but private financing is the only answer in some states. To those states who need it, there never was a better time to get it than now! It's yours for the asking, but *youmust ask!*

John C. Thompson

Physical Fitness Promotion and the Physical Education Class Program

C. L. Wear

AS A BASIS for the discussion which follows, six characteristics are proposed for identifying an individual who is *physically fit* for daily living. These apply to young and old, to the office file clerk as well as to the well-conditioned athlete.

1. He is able to respond *efficiently* and *satisfyingly* to the physical demands of his daily work and play.
2. He is able to engage in at least one moderately active physical activity (might be just walking) without tiring quickly.
3. He is able to recover from such activity in a short time without any unpleasant after-effects.
4. He has a *reserve of energy* at the end of a regular day which enables him to approach the activities of the evening (work or recreation) with interest and enthusiasm.
5. He is able to sleep well after an ordinary day and is able to begin the next day completely recovered from the activities of the preceding day.
6. He is free from removable defects and disorders.

From these characteristics several conclusions may be drawn. A youngster (or oldster) may not be physically fit for strenuous athletics, but may be fit for less strenuous living. Therefore, there may be many levels of physical fitness, any one of which may be perfectly acceptable for a certain kind of living. A person may be a diabetic, may have lost a limb (or the use of a limb), or may have other noncorrectable handicaps, and still may be physically fit with respect to his remaining abilities. To be physically fit for a specific activity such as bowling, for example, one must possess enough skill in that activity to enable him to participate with enjoyment and satisfaction. Physical fitness must be thought of in terms of satisfactory *recovery* as well as in terms of satisfactory *performance*.

Physical fitness is made up primarily of good bodily health and motor fitness. The word "health" is used here in the narrow sense of freedom from disease, from removable defects and disorders, and from any other physical conditions which may in any way hinder the existence of a feeling of well-being.

Motor fitness for general activity is made up of good physiological adjustment to activity and muscular fitness. Motor fitness for a specific activity includes skill in the given activity.

The importance of other aspects of total fitness, emotional fitness, moral-spiritual fitness, social fitness, etc., and the interaction among all these components of total fitness are acknowledged.

Importance of Being Physically Fit

Man is made for activity. All his inheritance from the past causes him to be unsatisfied without it; the primitive urges call for action. He can no more earn and preserve his integrity, a sense of personal worth, a healthy personality without physical activity than he can without attention to spiritual and intellectual development. And, as Walt Whitman is credited with saying, man must not let "neglect of the body be mistaken for culture of the mind."

Man can "get by" with very little activity and it seems that his inventive genius keeps providing means for doing this. But, if he is to be guided by the firm convictions of a vast majority of people that full and zestful living can come only through participation in a variety of enjoyable physical activities for which the body has been conditioned and trained, then he will see to it that all these energy-saving inventions do not become a curse. All the evidence from psychology, physiology, medicine and psychiatry points to the fundamental fact that, if man wants to remain a man in the fullest sense, he must substitute some enjoyable physical activity for the work and drudgery which modern science has eliminated.

Fitness is important because it enables inherently enjoyable activities to become actually enjoyable and satisfying. In possessing a body that is the ready servant of his will, the individual gains desirable knowledge of his capabilities and limitations.

Physical fitness contributes toward an optimistic outlook on life as it promotes pleasant anticipation of activity for which the body is conditioned. It makes an important contribution to one's poise and self-esteem.

This matter of *reserve* is of great importance. To have a reserve of fitness so that one comes to the end of a full and satisfying day, possibly with a "healthy tiredness" but not, as one might say, "worn to a frazzle" and irritable, adds a great deal to the enjoyment of living. One does not need the high level of physical fitness possessed by his pioneer ancestors of a century ago, but there are likely to continue to be some emergency situations in everyday living in which a reserve of motor fitness may prevent serious injury or loss of life. Civil Defense authorities, for example, have asked that people who are potentially physically able to do so should keep themselves fit enough to walk at the rate of five miles per hour for at least two hours. The possession of a reserve, whose limits are seldom reached, of the essential elements that make for proficiency in a sport (muscle strength, for example) is recognized by coaches as being a vital factor in becoming a skilled performer. As any singer knows, to be able to sing a high note

well, one must be able to reach a higher note. This "reserve principle" applies in just about every phase of living, including the emotional and the spiritual.

Causes of Lack of Physical Fitness

A lack of fitness may be due to (a) physical defects or disorders which need to be removed; (b) poor health practices, such as improper rest and improper nutrition, which need to be corrected; (c) inadequate physiological adjustments to activity (which may be of a constitutional nature and not amenable to correction); (d) weaknesses in other related components of total fitness; or (e) simply insufficient amounts of the important elements of motor fitness such as strength, power, endurance, and agility.

Appraising Physical Fitness of Youth

The first step is the health examination by a physician which gives an indication of the general health status of the youngster—whether or not defects or disorders (removable and nonremovable) exist. A check on health practices and body mechanics may be made at this time. The health examination should include an *exercise tolerance* test for checking physiological adjustment to activity.

If an assessment of fitness for vigorous activity is being made, a satisfactory passing of the health examination may be followed by actual participation in the activity with a check on *performance* and *recovery*. Physical fitness for daily living may be checked through a discussion with the student of the six characteristics given at the beginning of this paper.

Motor fitness is an especially important part of fitness for vigorous games, stunts, and sports. Tests of the important elements of motor fitness (strength, power, agility, and endurance) can serve a useful purpose in helping to locate reasons for poor performance. Recommended minimum standards of performance may be established by comparing scores of good performers in the games, stunts, and sports with scores of poor and average performers. A study of testing conducted by the writer in a number of schools has shown statistically significant differences between strength, power, and agility scores of boys rated by their teachers as good to excellent in their play abilities and scores of boys rated as average to poor.

A committee of the 1943 National War Fitness Conference prepared an Official Statement entitled *The Role of Exercise in Physical Fitness* which gives a test that anyone can apply to himself to make an appraisal of his physical fitness for participation in any physical activity. This statement has been approved and endorsed by the AMA, the NEA, and the AAHPER. The test may be stated in the form of four questions:

1. Are breathing and heart rate still greatly accelerated* at the end of *ten minutes* after completion of exercise?
2. Is there a marked weakness or fatigue persisting after a *two-hour* rest period?
3. Is there restlessness *after retiring for the night* with broken sleep?
4. Is there a sense of definite fatigue the *day following?*

If a person must give an affirmative answer to *any one* of the questions, then the activity "has been too severe or too prolonged for that individual in his present state of training and physical strength." Failure to pass this test in some activity doesn't necessarily mean that this activity is harmful for the individual, or that he should refrain from engaging in it. It does mean that if he wishes to continue to engage in the activity he must condition himself for it. It may be medically unwise for a youngster, or for an adult, to endeavor to reach the required level of physical fitness. The physician is to be the judge of this.

Implications for the Physical Education Class Program

It is the writer's belief that physical education classes should continue to exist primarily for instruction—instruction in the rules, skills, and strategy of games, stunts, and sports; instruction in the proper care and use of the body; and instruction and guidance in emotional and social factors which make for desired personality development. As pointed out above, the possession of skill in a specific activity is an important component of physical fitness for the activity. So the teaching of skills has an important place in any physical fitness improvement program. In our efforts to improve the physiological adjustment and muscular fitness aspects of physical fitness we should not permit ourselves to neglect other aspects. Better organization of class methods and procedures can permit more attention to vigorous activity without sacrificing needed emphasis on instruction in skills.

The proper procedure for devoting more attention to the improvement of physiological adjustment and muscular fitness is *not* to begin with an increase in the vigorous activity content of the class period. The proper procedure is to consider the possible causes of poor physical fitness and to make an appraisal of the physical fitness status of each youngster as suggested above. It is very unwise, often dangerous, and generally futile to attempt to improve upon motor elements of fitness without first making corrections indicated by the health examination or by the health-practices checkup.

In closing, it should be stated that two periods

*Several physicians have indicated that a heart rate of over 100 beats per minute may be considered as being "greatly accelerated."

of physical education per week can hardly be expected to make significant contributions to the improvement of physiological adjustment and muscular fitness. Actually, three periods per week are not enough, especially when we consider how little of each period can be spent in vigorous activity. Rehabilitation specialists in the armed services have recommended special activity at least four days per week for the restoration of muscle strength.

My Name Is Ambition

Waneen Wyrick

MY NAME IS Ambition and I live in the hearts of physical educators, but most of them call me Professionalism, because this is a nicer name for me. Some physical educators squash me down in a little corner of their hearts and don't let me come out very often, but others give me free rein and even make rules about when it is most practical for me to jump out and start giving orders. I'm a wonderful leader.

I am terribly helpful to my friend the physical educator. I help him decide what job to take, according to the prestige and salary involved; I tell him which people he should be friendly to, and I urge him to compile large amounts of meaningless test results or long winded philosophies which don't take a lot of thinking but certainly do look nice on paper—and besides, they are so impressive. Then there are others . . . I really don't even like to talk about them . . . who hardly even let me know what their schedules are, and most of the time when I try to persuade them to show their work or at least tell someone about it, they don't listen to me.

Characteristics

I am ugly. I have green hair (the same color as my brother Jealousy's hair—we are almost twins) and long arms with which I can hang on to the most precarious of circumstances, and turn many little things into advantages. It is true that I'm ugly to look at, but most of the people in whom I live don't look at me anyway, they just listen to me. I say the nicest things . . .

I am very tall and strong in those who let me out quite a bit, but in the others I am squeezed down to such a little thing that I can't even be seen. Humiliating. It is easy for me to grow though, and I grow quickly. Research papers and books published make a wonderful meal for me, and sometimes I snack on professional offices, or nibble at committee appointment. Often, after a compliment, I grow a foot at a time!

But when I really gorge is at conventions. There everyone has one of me in them, of various heights and colors, of course. If my friend can't see the reason for the convention, the over all good in it, and the need for work done and organization, then I get bloated from overeating and become a giant. The only problem I have found in conventions is that many of the people in whom I would love to live are there because of interest and curiosity to learn, which starves me and is degrading.

Probably I grow best in young people, especially those who haven't taught yet, but don't get me wrong, I do very well in mature people too, it's just that they can diet better because they have an opportunity to form an interest in others and in their students, instead of in me. Disgusting.

Background

There is only one other thing you need to know about me, and that is my background. My mother is Interest and my father is Good Intention and they usually keep a pretty firm hold on me while I am young. Mother is silly and absolutely devastating, because she inspires my friend to try so many new ideas and methods that he becomes insecure and frustrated, and can't decide on a definite method to use all the time. Generally, given enough time, I can loosen Mom's hold on me and help my friend pick a method which, although sometimes outdated, is solid and concrete and much more comfortable to use. Eventually I can persuade my friend to listen to Mother only when she talks about him.

Father is ridiculously easy to handle. I merely hide behind him and use him when I want to. I never have liked Father; when I was first born he insisted that I stay tiny, and a pale pea green, but I have managed since then to become an irritating brilliant green. One very interesting thing about the relations between Father and me is that the larger I grow, the smaller he becomes, and the larger he grows, the smaller I become. When we are on an equal, we have the most ferocious battles!

It is amazing how I sometimes can use ideas that my mother and father have fostered and with clever manipulation turn them toward gains for me. If my friend is particularly gullible, after a few years I can actually throw mom and pop out of the house.

Aha! I can see my little green figure reflected in your glassy eyes! I know that you would probably like for me to give you a few tips here and there on how to get to the top and . . . ouch! Ooh, stop . . . you're squeezing me, ugh . . . I can't . . . breathe . . . stop,

you're . . .

hurting . . .

me.

Suggestions for Physical Education in Preparatory Schools

T. Erwin Blesh

WHERE HAVE PROGRAMS of physical education been lacking in past years? Athletics reached vast heights *for a few*; various games were a source of enjoyment *for a few*; and *only a few* individuals ever attained and maintained good physical condition. Herein lies one of the weaknesses of American physical education.

Programs in the past have laid emphasis upon free play for the many, and upon competitive athletics and concentrated training for the few. In theory, physical activity for all was advocated, but in practice it was a different story. The few men who were fortunate enough to be on athletic teams received most of the training and the instruction. The other 85% or 90% of the school boys had a ball thrown out to them, and then they were left to do the rest by hit or miss. One merely has to analyze some of the programs to have this borne out. As mentioned before, good, sound, physical and organic strength and endurance was attained by relatively few boys and young men.

Past experiences have brought to light many factors in the American man that bear deeply upon future programs of physical education. When it comes to productive skill, resourcefulness, imagination, gift of organization, and a truly carefree, devil-may-care attitude, few if any individuals can compare with the American. There has been considerable doubt raised, however, as to the American's ability, man for man, as compared to some of his allies and enemies, in physical toughness and allied moral attributes. The discipline that is involved in the carrying out of onerous tasks extended over long periods of time, the ability to engage in and endure tasks that are uncomfortable, and the ability to engage in ardous labor for long hours at a stretch, are often lacking in the American trained individual. Strength and speed, attained by participating in athletics, are not sufficient to turn out the type of individual that this life demands. The question arises, then, as to what must be added to, or stressed more, in the program of physical education, if this quality is to be reached.

The ultimate goal of such a program would be physical education *for every* boy, based upon his needs, capacity, and interests. Mistakes in past programs have been made because of the failure to determine the actual needs of the individual, and of the failure to realize what the term interest signifies.

In general, the needs of the individual from a physical and organic standpoint may be grouped under the following statements:

1. *Physical Strength and General Body Condition* is essential for a growing boy to get his body into good general condition and then to keep it there. Sufficient strength, particularly in the arms and shoulder girdle, the abdomen, the pelvic girdle, in fact, a basic torso strength of all large muscle mass, is essential in order to have good control of the body. This overall strength and condition of each part of the body is the basic foundation for specialization in various sports.

2. *Endurance* sufficient to do maximum vigorous work with minimum fatigue and a good recovery rate is essential if a boy is to be physically fit.

3. *Skill* is essential in a wide variety of activities and sports of an individual as well as a team nature. Sociological, psychological, and recreational values demand that emphasis be upon this wide variety, and the secondary school is not the place for specialization.

4. *Coordination* is essential not only in relation to the body itself but of the body in relation to other objects. Speed and quickness of reaction time may be included in this category.

5. *Correct body mechanics* is essential for each boy, and he should have the necessary muscular tone to maintain a good bodily position.

6. *A knowledge of aquatics* is essential with emphasis upon a program that will teach everybody to swim and to be able to take care of themselves in the water for long periods of time. The safety factor that is involved in swimming, which has been brought so vividly to our attention in the last few years where thousands upon thousands of men have lost their lives because of a serious lack in this fundamental of all activities, must be emphasized. Swimming as an activity must be placed at the top of the list of all physical education instruction, and a boy never should be handicapped by lack of instruction in it. Such neglect is nothing short of criminal.

To consider the capacity of the individual for activity requires a thorough medical examination. It may be found that the program most beneficial to the individual is one of complete rest, or one of a very modified type of activity. This medical examination must be the basic factor of the entire program and every entering student should have a thorough examination and such further routine examinations as are deemed necessary. Students found to be unfit for exercise should be examined periodically and students returning after an illness should be examined before being allowed to participate in the regular program.

It is a fallacy to feel that an individual is inter-

ested only in things that he wants to do; for example, if he can be made to realize the importance of good general body conditioning to his present and future welfare, then he will become interested in general conditioning. If he can see the need for actually mastering the fundamentals of a certain sport, such as basketball, in order to better enjoy participation in that sport, then he will not be satisfied with a mere throwing out of the ball and haphazard playing.

The program of physical education for boys must consider time allotment, facilities available, and personnel available for instruction. *It does not seem reasonable to expect that a boy can approach his physical needs without at least one hour per day in participation in the regular program to be explained below. In addition to that, at least two hours per week should be spent in intramural competition.*

For purposes of administration and in order for more value to be obtained, two divisions in the program seem essential if the boy is to meet physical fitness standards: (1) the regular program; (2) the intramural and competitive program.

The Program

The regular program would include:

1. *General Conditioning* (including endurance and body mechanics)

A. A regular exercise program with emphasis placed upon all parts of the body is to be desired. Not only is general condition a vital factor in everyday life, but participation in various sports demands that the individual have this basic and fundamental conditioning of the body which can be brought about only as a well conceived program of basic exercise. The value of a conditioning program for sports has been proven at Yale University for many years in swimming, where from 8 to 10 weeks are spent upon a vigorous daily program of exercise prior to the beginning of the season.

B. Endurance, with emphasis placed upon running, obstacle course running, and tests such as the Brouha Endurance Test, should be stressed.

C. Every individual should be made to understand what the principles of good *body mechanics* involve. He should know the correct way to carry the body; the principle of getting the pelvis rotated well under the trunk, with shoulder blades back and flat against the chest wall; and the factor of getting the weight well forward instead of the "leaning backward" tendency that is characteristic of so many individuals. A certain amount of general posture work may be given to groups in general. It is desirable and necessary, however, for basic posture work to be of an individual nature. One class should be set aside for this and an instructor assigned. Posture pictures add to the efficiency of teaching correct body mechanics and, if facilities and equipment are available, this should be part of the program.

2. *Aquatic Activities.* Fair ability in these is a must for every individual. He must know how to swim, how to take care of himself in the water, and how to help others in the water. Here again, as mentioned previously, is the need for the strongest kind of emphasis upon the program of aquatics. Not only should *every* individual know how to swim, but he should know how to swim well, and to swim well means having endurance in the water.

3. *Tumbling and stunts.* The essentials for the young boy are stunts and activities which develop agility, coordination, and balance. Stunts such as the rolls, forward, backward, and sideward, and stunts which involve balance, should be stressed. Carefully graded and progressive lessons should be the basis of instruction.

4. *Combative activities,* particularly boxing and wrestling, are included in the program for the purpose of teaching the individual to take better care of himself in personal combat, to instill confidence in himself, and to provide him with basic skills which will enable him to secure quick advantage over an opponent.

Here, again, there must be careful instruction, of a progressive nature, and it is probably more essential here than in any other phase of the program, except swimming, that there be the closest of supervision.

5. *Sports* of an individual, dual and team nature are important in the total fitness of the individual. To derive proper values from them, however, the individual skills must be taught. This teaching should constitute the basis of the regular program in sports, and team play should take place in the intramural and recreation periods. Selection of the sports to be taught will vary in every locality, but the relative values of each sport, for the objectives set forth, must form the criteria for this selection.

The individual should spend his first school year upon general conditioning and aquatics. Three hours per week of the former and two hours per week of the latter should be required throughout the entire year. Recreational activities may be and should be participated in during the intramural periods. After the first year other phases of the program should be stressed; however, the standards mentioned below under classification, indication of fairly good condition, must be maintained. It is probable that a period of ten to twelve weeks might well be devoted to that type of work each year that the individual is in school.

The intramural and competitive program, which should take place at least two hours or more per week, requires a sound organization and careful selection of activities, if proper values are to be obtained.

Classification

Selection of the type of program for each individual requires a *general classification* as well as a more *specific classification*. Under general classification would be included the *medical examination* which is necessary to determine the fit—or those who may participate in the regular program, and the unfit—or those who are limited with respect to participation or may be entirely prohibited. There should be, also, a general classification according to the grade in school. Although this leaves a lot of differentiation with the class group, it is a fundamental and preliminary step.

Further, and more specific, classification is necessary in each group. Tests, which are means by which groups may be more specifically classified, are an essential part of the regular program if the values of the program are to be measured, and if any tangible results are to be realized.

Four types of tests seem advisable for the program indicated, namely: (1) a general fitness test which is designed to show the strength and condition of certain muscle groups; (2) an aquatic test designed to show certain fundamental abilities in the water; (3) a body mechanics examination designed to point out certain deviations from correct body alignment; and (4) various individual skills' tests in the different sports.

A. The general fitness test would include the following items: (Upper arm strength and condition)

1. *Chins* (Pull-Ups)—Executed with the forward grasp. A skip or excessive leg kicking is not allowed. (8 is the standard.)

2. *Push-Ups* on the floor or *Dips* on the parallels. Both tests require strength of the extensors of the forearm. Push-ups are executed with a straight body and with the chest touching the floor after each push-up. (25 is the standard.) The dips are started from a front rest position on the parallels. They should be executed so that the elbow joint is just below a right angle. (10 dips is the standard.)

3. *Rope climb*—The climb may be made with the use of both hands and feet. (24″ is the standard.)

(Abdominal strength and condition)

4. *Sit-Ups* (trunk raising) executed with hands back of head and touching right elbow to left knee and then left to right or raising trunk. (50 is the standard.)

(Body coordination and agility)

5. *Fence vault*—Hands placed on bar or object and vaulting over it to right or left without touching body (4′6″ is the standard.)

(Jumps—velocity and explosive power)

6. *Vertical jump*—Reach as high as possible with one hand on the wall and make a mark. Then jump straight up and make a mark (18″ is the standard.)

7. *Standing broad jump*—86″ measured from starting line to where the heels land is the standard.

(Note—The standards on these tests, for younger boys, will need to vary somewhat. The standards on the fence vault, vertical jump and standing broad jump would have to be graduated in accordance with the age, height, and weight of the individuals. The above are the standards used at Yale for entering freshmen.)

(Endurance and recovery rate)

8. *Brouha step test*. This is an endurance test, and is designed to show an individual's recovery rate after strenuous exercise. A stop watch is used and the rhythm (one step every two seconds) is pounded out. The test consists of stepping up on and down off a 20″ bench at the rate of one step every two seconds for a period of 5 minutes. His counter then records his pulse (taken at the carotid artery) for three different intervals of 1 to 1½, 2 to 2½, and 3 to 3½ minutes after exercise. These recordings are then added together and the index noted. (See Brouha index table.)

The above general tests are means of showing an individual's upper arm strength, abdominal condition, endurance, explosive leg power, and the specific knack of controlling the body when supported by the hands. They should be administered at the beginning and end of each year and possibly once in the middle of the year. Each individual should meet the standards of each test and then should maintain that condition.

B. The *aquatic tests* would include the following items:

1. 100 yard swim test, using any stroke
2. Thirty minute float test
3. War swimming tests (life saving)

C. The individual skills tests would include such tests as are deemed necessary in each individual activity.

D. The body mechanics examination will depend entirely upon the training of the personnel available for instruction and upon the facilities and equipment at hand.

Probably the most simple type of orthopedic examination, but one that requires a thorough understanding of correct body mechanics on the part of the examiner, is that of close observation. The individual being examined stands with his feet parallel and about 2 to 3 inches apart. He assumes his best standing position, with eyes straight ahead, weight well forward, chin in, shoulder blade well back, and pelvis rotated down so that it is well under the trunk weight.

From this position, the examiner checks the individual's posture. The following general divisions are used:

a. general posture I—men having ideal or excellent posture with correct body alignment.
b. general posture II—men having fair posture, but having certain antero-posterior deviations (mild—1st degree, or moderate—2nd degree) from correct body alignment
c. general posture III—men having poor general posture and rather marked deviations (antero-posterior) from correct body alignment (3rd degree).
d. (another classification may be used if thought necessary to denote Very Poor Posture and (antero-posterior) deviations (3rd degree) of a structural nature.

From general observation it may be rather difficult to determine lateral deviations; however, with the use of a plumb line, held from the 7th cervical vertebra to the coccyx, fairly accurate observation of lateral deviations may be obtained.

Where examinations are to be made for large groups, the above method may suffice, but the postural examination is much more efficient and much more objective if photographs may be taken in addition. In all cases, however, an orthopedic record should be kept of each individual throughout his school years.

Summary

It is apparent that past programs of physical education have failed to give the growing boy that physical and organic strength that is so essential to physical fitness. Physical education for all has been advocated for many years, but in reality only a small percentage of individuals have received actual instruction in activities.

Stress must be placed upon strength, endurance, and skill if the objectives of physical fitness are to be attained. Every individual must have a thorough knowledge of the principles involved in correct body mechanics and of how to assume a good postural position.

Ability to swim and to keep afloat for long periods of time, and skill in helping others in the water, are musts for every individual.

Last, but not least, in the program are skills in the various activities and sports which each individual should be taught. If the activity is worthwhile, then the skills that make up that activity are worth teaching!

One factor must be remembered, however, if the program of physical education is to serve the purposes as mentioned throughout this article. The teaching personnel in physical education must be adequate in number. This is not the case in present day school programs, as it is not unusual to find an average of three to four hundred pupils for each teacher of physical education. It would be unthinkable for an academic teacher to handle this many pupils and expect any encouraging returns. Why, then, is it taken for granted that a teacher of physical education might do so? Is not the physical education of the individual important enough in the educational program for this to be considered?

TEN TIMELY TIPS FOR ELEMENTARY PHYSICAL EDUCATION PROGRAMS

1. Schedule 30 minutes each day for an instructional physical education period (exclusive of rest and recess periods). This is sometimes a requirement.
2. Plan staggered schedules.
3. Encourage teachers to plan programs in advance.
4. Stress the importance of including activities in the areas of rhythms (2 days each week, primary; 1 day each week intermediate), mimetics and story plays (primary), hunting games, relays self-testing activities, lead-up games, and team games (intermediate).
5. Supply suitable equipment for all age levels.
6. Provide an adequate amount of equipment (see article in this bulletin).
7. Arrange for a central storage place for all equipment.
8. Arrange shedules so that the gymnasium may be used by *all* elementary grades from 1-8.
9. Make play areas and gymnasiums free from hazards.
10. Encourage the squad method of organization for intermediate grades.

Nebraska School Health Program

George E. Rotter
Theodore R. Doppen

HEALTH IS ASSUMED to be a major objective of modern education. Every school has many opportunities to promote the health of pupils, and when schools conduct a good health program with children, they lay the foundation for a lifetime of sound health habits which strengthen the community and the Nation. If a school is to make the greatest possible contribution to the health and welfare of its pupils, it must apply health policies based on accepted standards, and adapted to the needs and conditions of the community.

Children are naturally objects of deep concern to their parents. Their appearance and behavior when they are well and happy are so familiar that any significant change which may indicate a beginning illness or abnormality is usually noticed at once. Under ordinary circumstances the family physician depends almost entirely on the "seeing eye" of parents as a means of reaching children who are in need of medical attention.

When a child enters school he is removed from his parents for part of the day and in their place is a teacher who is fitted to cooperate with his parents in noting deviations from good health. Training, experience, and interest all influence what a person sees. Good teachers are skilled observers of children because they understand the way they grow and develop and they also recognize how strongly the health of pupils affects their ability to participate in the school program. Teachers are in a strategic position to note changes in appearance and behavior that are indicative of changes in health status. Because of the nature of the school activities they frequently see deviations from good health that are not noted by parents.

The Health Program

There are three phases included in a well-balanced health program. These are related to areas of activities that differ widely in nature and yet are definitely related in the over-all health development. They are briefly described by accepted terms as follows: health services, school environment, and health instruction.

The health service program is related to the screening tests to note physical defects that would hinder the pupil in doing his best work, the recording of data in the tests as well as reporting findings, the follow-up to encourage correction of defects, and the attention given immunizations.

The environment is related to conditions such as cleanliness, ventilation, lighting, seating, water supply, lunch rooms, and school buses. It should also include safety tests and repair of recreation equipment.

In the health instruction program the effort is made to increase the pupils' understanding of all matters related to health, with a continuous interest building and motivation to stimulate improved living habits as the child grows older.

The State Departments of Education and Health have worked jointly in the establishing of a strong, well-balanced school health program that is designed to meet the needs in Nebraska. One can note from the brief descriptions above that a number of types of special services of both departments are involved in the complete task. The administration and supervision of the health instruction program relates to the Department of Education; the environmental controls relate to the Sanitation and Laboratory Divisions of the Health Department; and the school health service program is related to the Maternal and Child Health and Education Divisions of the Health Department.

Teacher's Responsibility

In Nebraska wise planning in school regulations has helped to indicate the teachers' responsibility in the health service field. The law states that,

"It shall be the duty of every teacher engaged in teaching in the schools of the state, separately and carefully, to test and examine every child under his jurisdiction, except as herein provided, to ascertain if such child is suffering from defective sight or hearing, or diseased teeth, or breathes through mouth. If such test determines that any child has such a defect, it shall be the duty of the teacher to notify the parent of the child, in writing, of such defect and explain to such parent the necessity of medical attendance for such child."

The teacher screens to locate only defects that are evident to anyone when following the outline and using materials furnished by the Health Department for this purpose. Aside from the teacherer's part in the routine inspections, she is taught to make use of observations that aid so much in determining when a child needs attention by the family physician. The teacher's role is never to make a medical diagnosis or to treat, but merely to detect by screening and keen observation such signs as reveal a need for referral to the doctor or dentist.

The regulations require the Department of Health to furnish the outlines and materials for these tests. For many years, staff members of the Department have been helping teachers meet this important responsibility by illustrating the method of testing, and discussing aspects of reporting findings and referrals.

The school health program is not to interfere

with or take the place of the family doctor and relationships with the home. In fact, it encourages good medical practices with the family members of all ages, where it recommends that all have periodic physical checks regularly.

It is understood that a school does not need to employ a doctor or nurse to meet the intentions of the regulations related to school health. The teacher can easily meet this responsibility. In fact, she can perform this task as well and effectively as to teach health lessons from a text.

Experienced teachers who have done this testing for years look forward with a great deal of anticipation to administering the screening test and making it a meaningful experience to the pupils. They indicate that they would miss the best opportunity to bring a vital lesson if the screening tests were not part of their program.

It is felt that any specialist coming to the school to do the physical examination in the health service program, without the needed equipment or time to make use of his special skills, is not much more effective than the well trained teacher. This is especially true when only a few minutes are spent once a year in the screening of a pupil, and this is done without the equipment to make full use of professional training.

Recommendations

The following recommendations, as approved in Nebraska for a number of years, are suggested by the National Committee on School Health Policies and are endorsed by the Departments of Education and Health:

Complete pre-school physicals in the office of the family doctor and dentist, with at least one parent present. This is to be repeated in intervals of about three years until the pupil completes secondary school. The annual visit to both is recommended.

The screening in the school at least once each year, by teachers, or nurses, along with the continuous teacher observation for signs of deviations from good health.

The report to parents of physical defects noted in the inspection and the follow-up to encourage corrections of defects are considered a part of the teachers responsibility. It is also her duty to aid in the education and motivation in order that children will make use of the corrective devices in everyday living. For example, if a child needs glasses, she should encourage him to be faithful in his use and care of them.

In general, all of the school health program is aimed at improvement of the everyday living of the pupils touched by the school, in that they live day by day or year to year on a higher level.

OUR TEACHER

Our teacher is a guiding light who is casting a beam down the path of knowledge to show you the way to life's goal. She has many virtues, for she has understanding, patience, and love of little children. She has studied very hard and spent long hours to teach her pupils; even when she goes home at night she is devoting her time to you, preparing new fields and correcting your home work—so you are still in her heart after she has left you. She is a lot of people all in one, for when you are at school she takes the place of your mother, watching over you while she is teaching you to become good citizens, to make a way in the world for yourselves, and to become ladies and gentlemen.

So let's be on our good behavior at all times and do whatever she tells us to do, even if we don't want to. Say to yourself, "She knows best, just like my mother, for she knows more than I do." Be kind and thoughtful and mind your manners, for a simple "Thank you" is a small reward to give her. Remember, she feels bad some days too, and she has a lot of children around her, where mother only has a few. When she is blue, try to help her and show her you appreciate her, so when you are grown, if she would ever see you in a crowd, she could be proud of you, and tell everyone how much she enjoyed having you when you were a child.

There is a good rule to remember: "Be good to the teacher and she will be good to you."

—*An Old-Fashioned Grandmother.*

TODAY'S CHUCKLE

The only safe and sure way to destroy an enemy is to make him your friend.

◆ ◆ ◆ ◆

The average woman has a smaller stock of words than the average man, but the turnover is greater.—Cudahy Force

◆ ◆ ◆ ◆

Alimony is like paying the instalments on the car after the wreck.

Some Applications of Individual Differences

W. K. Streit

THE SCHOOL IS organized for mass instruction, but the modern school takes into account individual differences in establishing conditions for conducting the school. This modern method operates with respect to the physical needs of children as well as the mental and emotional. These are determined in the health examination, and adjustments are made for visual, hearing, and other defects. Pupils recuperating from illness, crippled children, and other handicapped ones need special attention. In adjusting for individual differences, it is desirable to capitalize on the child's strong points and stress those things which he can do.

Biological Differences

It is generally agreed that boys and girls should be separated for physical education at the beginning of the fifth year of school. The reason for this administrative measure rests in the biological difference between boys and girls. Before the onset of puberty, boys and girls are very much alike; afterwards there are marked changes. The pelvis of the female is broader, giving a marked obliquity to the thigh bones. This handicaps the girl in running, so that she is unable to compete with the boy on even terms. The shoulder girdle of the boy is wider and stronger, giving him superiority in throwing and climbing activities. The lower center of gravity in girls suggests that hanging and swinging activities (from arm support) should be rarely used after puberty. The male shows more pugnacity than does the female, a fact that doubtless explains the notion that males and females differ nervously.

Physical Differences

Special provision must be made in the physical education program for the great physical differences which exist among students. It is necessary to know the physical capacities and abilities of the class members. This requires, in addition to the physical examination, motor ability and achievement tests. The health examination will discover physical defects which would handicap or prevent students from engaging in the regular program. For these students, other activities should be provided. These activities must be within the capacities of each individual and must be selected with a view to remedying the defect, if possible.

Ability Grouping

In every group there are those who are above or below normal in coordination, speed, strength, height, and weight. Motor ability tests will bring out these differences, making modification of the program necessary, in terms of the ability of the group. The tests may also be used as a basis for classifying students into homogeneous groups. This practice of ability grouping has been carried on in many physical education classes for years. For the individual below normal in height, strength, and coordination to compete against one who is above normal in these respects is unfortunate for both of them. If homogeneous groups (squads) are formed, the content of the program will need to be varied to meet the needs and abilities of each group. All of these differences among the students make a wide variety of activities desirable.

There are very definite limits established in most schools, beyond which the classification of students for physical education purposes cannot profitably be employed. The present practice of classifying students on the basis of academic ability is one of the major factors which limits school-wide classification for physical education purposes. Groups cannot be broken down and reformed for each type of activity, as this would involve insurmountable schedule-making difficulties. It is possible, however, to classify within the actual grade or class in most schools.

Incentives

Physical education is one of the educational subjects, and its standing can be established and maintained more adequately by offering the same academic rewards as are offered in other departments for the same excellence of achievement. If rewards are commensurate with accomplishment, there will be more incentive to achieve than if students who really work get the same meaningless "credit" as do other students who merely put in an appearance. By awarding "grades," a department of physical education puts itself in a position to offer better service.

Program Differences

Many differences exist between activity programs in physical education and in other educational subjects. The chief difference and perhaps the most fundamental is the difference in social relationship. Learning in the academic subjects is promoted by a certain degree of seclusion and introspection. In physical education, however, the learning process is not limited to any one individual. The benefits that a boy or girl derive from participation are directly proportional to how he or she is regarded by the group.

The student's attitude toward the group is oftentimes influenced by the nature of these relationships; and unless he or she can perform on approximately the same level as the whole group, a feeling akin to ostracism, which mars the individual's chances for wholesome learning, is liable to

creep in. The solution to this problem lies in the homogeneous grouping of the student body on the basis of sex, size, maturity and skill.

To do a more effective piece of work, particularly in the field of corrective or adapted physical education, would require additional facilities, smaller classes, and more teacher time, thus increasing the cost of education. Some school systems which have embraced this type of program feel that the results are worth the cost.

Putting Science Into Coaching: A Dilemma

Walter Kroll

AFTER COACHING FOR a number of years I thought I was doing a pretty good job in my chosen profession. However, after returning to do advanced graduate work I saw the error or my ways. In all my classes I was saturated with the necessity of raising the level of my profession to protect it from the criticisms of other allied (and axis) educational fields. The criticisms of low levels of intelligence, poor scientific insight, disregard for the laws, principles, and theorems of science, improper grasp of statistics and experimental methods, poor use of the laws of educational psychology, sickening abuse of proper speech, malicious neglect of good grammar—these and others rang in my ears.

Having been thoroughly convinced of the great need for improving in these areas, I have resolved to evaluate all my duties, actions, behaviors, and practices on the basis of a higher level criterion measure. With this in mind, I now present a typical half-time lecture to my basketball team:

The team moves in an orderly, purposive gait into a locker room in which temperature and humidity have been carefully controlled. The players are cognizant of the hygienically rolled towels that are given them.

"Men," I said, carefully realizing that there is a masculinity-femininity scale but believing that such a basic assumption was justifiable on the basis of empirical judgment based upon proper observational techniques made with a definite check list of traits to be scrutinized, "during the ensuing 12.62 minutes, ± 1.5 seconds, I will attempt an analysis and interpretation of the first half statistics. I will deal only with telic elements since a more erudite analysis would require the use of a calculator. ARE THERE ANY QUESTIONS? On the basis of the data collected and within the limits of the conditions under which this information was gathered, assuming the sample was collected on the basis of stratified random sampling techniques, one may say there is a significant difference in the score." (We are losing 56-3.)

"Using a discrete measuring scale, the field goal percentage for the 7 subjects used in this study was 10.789 with a sigma of 2.975 and Q equal to 1.32. As you can readily see the relationship of Q to sigma that exists is significantly different from the relationship that should exist if the distribution was normal. Realizing these limitations, it is left to the better basketball students to make further meaningful interpretations as a basis for a change in our second half strategy. Suffice it to say that diurnal observation of play activities leads me to believe you are not responding to peripheral stimuli."

"Instead I will delve into the inherent inaccuracies that are peculiar properties of basketball officiating. Since we had 32 fouls compared to the opposing team's three, it seems appropriate to venture that our innocuous offensive maneuvers may appear to be an example of desultory coaching. In addition, it promotes a ludicrous attitude on the part of the audience. And while we're at it, don't substitute euphonic replies for better performance." At this point I allow a more complete removal of excreted waste products from the epidermis due to extreme diaphoresis. Naturally, the hygienically rolled towels are used. Also, spaced repetition and time for assimilation is allowed.

Unfortunately, the warning buzzer, an auditory stimulus of 10 decibels for a duration of 3.4 seconds, interrupts the discourse and we are forced to begin the second half without the advantage of probability statistics.

At any rate, I have been imbued with the true meaning of the relationship of science and philosophy and am knowingly approaching the paragon sporadically.

P. S. Any school needing such a coach please contact me. I lost my job.

Did You Know That . . .

The Minimum Physical Education Standards for High School Boys, mistakenly credited to the Nebraska State Department of Public Instruction, were really written by C. L. Wear?

The Alumni Chapter of Phi Epsilon Kappa will sponsor a buffet supper, Friday evening, April 18, 1958 at the Midwest Convention? Contact George Wolf, 1111 N. 10th Street, Milwaukee, for reservations.

Your editor was recently elected president-elect of the College Physical Education Association?

Dignity Through Basic Consistency

R. L. Wickstrom

THIS IS A plea to all members in the field of health, physical education and recreation. It is an attempt to call attention to the need for establishing status—for gaining dignity. The immediate uprising to the challenge is understandable—but hardly justifiable. A national figure told the student section at the 1956 National AAHPER convention in Chicago that we *do* have considerable dignity as a field. Indeed the profession would be at abject depths if there were absolutely no dignity.

But it is not enough to cite outstanding individuals or exceptional situations—these *are* exceptional and are recognized as such. The dignity here is for the outstanding individual and is not widespread enough to include the entire profession. The question that confronts educators in our field is, "How can we feel that we have status when the evidence, too often, is in direct contradiction?"

On the national level it appears that one of the basic objectives as indicated by the AAHPER platform, development of organic vigor, is not being achieved. On the elementary, intermediate and high school levels there exists an inadequate amount of strength in the shoulder girdles, arms, and abdominal areas of students. Since the spotlight is on us we undoubtedly will squirm and eventually do enough to palliate the situation.

We can expect to have dignity *only* when we *consistently* satisfy the basic objectives, including those having to do with organic efficiency and physical fitness. A characteristic of a mature profession is consistency in achieving the stated goals and in fulfilling the specific obligations. Action precipitated by charges of neglect, is inadequate.

To the charge that basic terms are frequently and flagrantly misused, as a profession, the plea must be guilty. In the literature in our field there are conspicuous and notorious examples of the wrong use of such terms as *power, exhaustion,* and *big muscle activity*. Even the most prolific writers and scholarly researchers are not immune from an occasional careless usage. In some instances the blame is a lack of agreement rather than a lack of knowledge. The issue here is not in regard to the few terms that are controversial, but relative to the basic terms which are generally accepted. An educated guess as to the reason for misusing terms, other than carelessness, is a failure on the part of the members in the profession to understand them thoroughly.

If the solution is in spelling out the more important terms more elaborately, then this should be done immediately. More attention must be given to the task of developing proper concepts in professional students and on impressing them with the importance of careful usage of terms. A term can not mean what an individual wants it to mean—it must mean what it means to other members of the profession. The difficulty in being consistent with usage of terms should not be great, because we are not dealing with a particularly unusual vocabulary. The esteem of the profession will be precarious until there is a discontinuance of the haphazard use of professional terminology.

The professional dignity of our field is shrouded by the historical charge of incompetence. This stems from the infancy of the profession when the instructors were untrained individuals. While the untrained teacher in physical education today is the exception, the change in opinion concerning the competence of these teachers is not proportionate. The relationship between education and professional competence is a questionable one. In some areas this belief has been superseded by a succession of conscientious, qualified teachers. The problem of professional dignity is not a local one then but a national one. The reluctance of people to change opinions and the tendency to remember undesirable aspects are factors to be remembered in the attempt to meet the challenge in the striving for professional esteem.

There are, undoubtedly, other factors involved in this problem but these are the more salient ones. If we wish to have status among other professions or individually, in public opinion, we must cease to be vulnerable to charges of incompetence, procrastination and apathy. The following suggestions represent an effort to be constructive in seeking an elevated status for the field:

1. *Be consistent in programming.*
   Follow and satisfy the basic objectives of this field. Evaluation of the program is essential in order to ascertain achievement of objectives.
2. *Be consistent in use of terminology.*
   This implies usage when dealing with lay persons or with those in your profession. Understand basic terms and concepts and be able to spell them out.
3. *Be consistent in following sound educational and psychological principles in teaching.*
4. *Be consistently good.*
   Being consistent is of value only when the results are favorable and improvement is continual.

Dignity is not a natural heritage in this field—it must be earned.

Backward Progress: A weary commuter wired his boss: "Will not be at office today. Am not home yesterday yet."

The Case Method Approach to the Teaching of Human Relations and Administration in Physical Education

Earle F. Zeigler

MANY OF US who have administered programs and who have perhaps taught "the administration course" in the major program have felt that we had much to learn.[1] Of late we have heard so much about "democratic administration". We have tried it in varying degrees. In our courses we have tried to "teach administration" more effectively. We tried group discussions, while we, as instructors, guided the outcomes. We divided the class arbitrarily into committees and assigned them to group projects. We gave them many different types of reading and assigned term papers. All these techniques have been helpful, and we have served to break away from the traditional, monotonous, unilateral type of teaching. Despite all these "remedies", typical student reaction has not been such as to make us feel that the content of these courses has been most worth-while.

Facing this problem we came to realize gradually that there must be a better way. Through a great deal of reading, conversation, and experimentation, we are now recommending that serious consideration be given to the case method of teaching human relations and administration in our field. We feel that it is the ideal method in a democratic country. It is possible that teachers of administration on both undergraduate and graduate levels will experiment with this method that is attracting so much interest in the business field and in the field of educational administration on this continent. The Harvard School of Business Administration, and its Canadian counterpart—The University of Western Ontario School of Business Administration, have achieved unusual recognition by pioneering with this teaching method.

The Objective

What is the objective of such a course as this in administrative practice? The primary objective is undoubtedly to increase each student's capacity to work effectively with others. The ability to lead on many occasions, to follow in other situations, and to cooperate at all times is absolutely essential. Students can be helped to develop an attitude and a point of view toward administrative practice. This method will help to give them a frame of reference in which they *can* develop. They will be actually preparing themselves for positions of responsibility in physical, health, and recreation education at any level of the educational system. They will be working with others in a plan to accomplish aims, which have been devised and carried out through group effort.

Team Effort

We, who have had so much experience in athletics, can realize much more fully than others that group effort means literally "team effort". We know that a team can best achieve its goal by unselfish co-operative play throughout the game. Each individual has to carry out his duties to the best of his ability. He may desire personal prestige and gain, but, above all, conditions are most desirable when he makes his own interests secondary and strives to help in the drive for eventual team victory.

Factual Knowledge Is Important

We are not minimizing the importance of factual knowledge. The administrator must possess a certain store of facts about the nature of his work. He must know where to find information, so that it will be readily available. These abilities, however, are not the main attributes which characterize a good administrator. The important qualities are the ability to work co-operatively with others; the ability to think and act responsibly; and the ability to provide an "atmosphere" where co-workers will have the opportunities to work effectively and with true satisfaction as members of the group.

Developing an "Administrative Frame of Mind"

We must help students develop an "administrative frame of mind". They can't achieve this by merely reading assignments and discussing them, although this method certainly helps to increase understanding to a certain degree. Through the case method the students and the instructor will meet new situations constantly. These situations can't help but be characterized by facts, half-facts, and opinions.

No Answers Here

If the student hopes to find "answers" in a case method text, he will be badly disappointed. He will find a certain number of opinions, which may be correct in those situations to which they apply. Our answer is *an* answer, but we cannot state unequivocally that it is *the* answer. Mature instructors with administrative experience are asked to recall the many problems which they have encountered. Many of you studied the "principles

[1] This article includes selected parts from a text entitled THE CASE METHOD APPROACH TO THE TEACHING OF HUMAN RELATIONS AND ADMINISTRATION IN PHYSICAL EDUCATION, which was completed recently by the author, and will be published shortly by Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

of physical education" in your undergraduate and graduate careers. How many times were you able to lift these "principles" out of context and apply them to the problem at hand without considerable adjustment? How many of these principles were you forced to by-pass because of the practical considerations of the moment? The administrator may *start* action "according to the book", but what happens then depends on so many unforeseeable factors which enter into the situation day after day, year in and year out.

A Supplement to Experience

We must confess that we don't believe the case method of teaching human relations and administration is an infallible substitute for experience. We do maintain that it does expose the students to a variety of cases taken from the field which they are preparing to enter. Facing these concrete situations, it is then the responsibility of the instructor to guide them in such a way that they arrive at *a* solution by constantly examining and re-examining all the relevant facts that are known.

An Opportunity for the Student to Reason

With this approach we do not ask the student what he believes about the importance of athletics in the educational system. Answering from his background in a course on principles, he might say that he believes strongly "that competitive athletics under competent leadership should be an integral part of every school's educational program". How has this "experience" helped the student to act in a given situation?

We do present the student with an actual case situation where his principal has made the statement that "athletics are all right in their place". Furthermore, this particular principal has control of the budget and he tells the athletic director that no "regular school funds" are going to be diverted to an extra-curricular activity, the outcomes of which are questionable. To back his stand further, the principal knows that certain influential members of the school board agree with his position one-hundred per cent. Certain other relevant facts, half-facts, and opinions are made known to the student also about this particular school. Now what does the student think? To whom does he turn for support, if he puts himself in the place of the athletic director? Does he resign on the spot? Not if he wants another job! Does he begin to criticize the principal publicly at every opportunity? Does he begin to curry favor with the chairman of the school board, whose son is a second-string fullback on the football team? Or what does he do? One thing is certain, he can't start "spouting" his principles of physical education. Furthermore, he can't "play God" and fire the principal summarily in order to give the "kids in the school a break".

No Easy Method of Teaching

A word of warning is necessary, in case you are beginning to think this approach to teaching human relations and administration has merit. Possibly no method of learning is more demanding of the student's time, effort, and interest. There are no ready-made general theories. A certain amount of confusion and frustration will often be felt by the class members. The instructor also may have certain misgivings. What kind of a technique is this case method?

No Fixed Formulas

We can promise you that after a few months the students will begin to "see the light". Perhaps for the first time in their lives many students will feel the satisfaction of independent, concrete, and responsible thinking. Students will gradually realize that fixed formulas and established "principles" are next to useless in specific situations. They will come to understand that we can't dream idly about moral and ethical principles. What is needed is a step-by-step pattern to bring the various factions into some sort of harmony so that some progress can be realized.

Instructor Needs Restraint

We must mention further that the instructor will have to exercise great restraint, because, you see, we "know the answers". That is, we tend to think we do, and some of us more than others. We must realize that we can't suddenly fall into the trap of giving the students *the* answer to the problem being discussed, because we actually don't have it! Basically, the role of the instructor is essentially that of the wise administrator.

Some Practical Suggestions for the Instructor

1. Do not try to copy someone else's formula for the teaching of a class by the case plan of instruction.
2. When using this approach, find out what the problems are before you try to give any answers.
3. Be certain that you, as the instructor, understand just what point the student is trying to make. Don't reject his idea summarily if you disagree. Don't accept his theory at once if you concur.
4. Frequently when a student asks a question, the instructor's best answer may be to ask another question.
5. Later on in the course the instructor may suggest some approaches which the students seem to have missed. To do this at first may be disastrous.
6. Remember that your task is to help your students develop *their* powers of perception and discrimination.
7. The discussion should be based on the case in question, but allow your students to develop those points of interest in the situation that seem promising to them.
8. A student will talk about those points which are interesting to him. Soon the class will realize that all must pay attention to what the individual is saying.
9. Instructors can help a great deal by holding unwarranted assumptions up tactfully for inspection by all.
10. It is often easy to detect the biases of others; to be able to realize your own prejudices is most difficult.
11. When the students refer back to actions or words of a person involved in an earlier case, make sure that the class understands that there is no such thing as a

principle that can be applied to help solve all problems of a similar nature.

12. Don't come to class prepared to lecture on a certain aspect of the case at hand.

13. You may feel insecure when students demand answers to the many problems they are considering. Don't fall in the trap and give them *your* answer on any and all occasions.

14. If your students feel discouraged and frustrated with this approach, discuss their feelings fully and frankly.

15. If at times you feel that you must make a point clear to the class, do so and then leave it be. Remember that you can't make them learn!

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The "Why-Not" of Physical Education

J. P. Doherty

EVERY DAY I am asked to prove the worth of physical education as a mandatory subject on any level of education. This question comes not only from the mouth of the "academic" teacher, but from students, parents, friends, relatives, and passing acquaintances. Each interrogator asks the same question, but none accept the same answer. The task of teaching has become secondary to the more pressing task of answering the questions. As a physical education teacher I ask myself another question: "Why should this be?"

The history of physical education travels many centuries into the past. Man himself was more physical than mental at the beginning of history. Man's actions existed far before the first word was spoken, written, memorized, or misconstrued. Physical education has withstood the test of time. It has always held a place of importance in man's life and still holds such a place today. This fact by itself is not acceptable as proof of worth. Where then does the proof lie?

By being illogical and not following the "positive" approach I have found that by being negative the answer to the problem becomes clearer. Let us not look at why physical education should be accepted, but rather why it is not accepted.

Is the black mark of non-acceptability imprinted upon physical education as a result of physical education itself or does it lie within the labors of those who call themselves "physical educators?" When you analyze the grievances contra-physical education, one finds that there are few, if any, objections to physical education the subject, but rather there exists a hostile, abusive, anti-physical education attitude resulting from poorly constructed programs conducted by an alarming number of physical educators.

Programs that emphasize "conditioning exercises". Programs given the dubious titles of "physical training" or "health education", indicate a serious lack of professional integrity. The over-abundance of "coaches" and the emphasis on athletics stresses only one side of a physical education program. The ever-present "throw-out-the-basketballs-take-a-shower" type program is the scourge of our profession. Teacher-training institutions which foster the production of performers rather than producing teachers only add more fuel to the fire.

These are some of the "why-nots" that hang heavy over the head of physical education. We know why physical education should be in every school program, but that is not enough. Our antagonizers do not want the reasons why, they just want the "why-nots" removed. If this can't be done then they don't want physical education. *Now ask yourself if you want physical education with the "why nots".*

Come forth into the light of things,
Let Nature be your teacher . . . .
One impulse from vernal wood . . . .
May teach you more of man,
Of moral evil and of good . . . .
Than all the stages can.

—*William Wordsworth*

A Study of Factors Contributing to Success or Failure of Physical Education Teachers and/or Coaches in Selected Schools of Arkansas

Cecil Garrison

ARKANSAS SCHOOL ADMINISTRATORS employ few male physical education teachers without additional duties in coaching some form of high school athletics. These same coaches in Arkansas, as in many other states, often try to conceal a poor program or a poor job of teaching by contending that the primary concern of the community is that of winning athletic teams.

An interview study was made of some 100 selected high school executives in Arkansas. These interviews were conducted for the purpose of identifying factors that contributed to success or failure of physical education teachers and athletic coaches during the period from 1946 to 1956 inclusively. Another purpose of the study was to find to what extent professional unrest, rapid rate of turnover, frequent unwarranted dismissals, and inadequate working conditions were operative in the success or failure of coaches and physical education teachers.

The Study

It was hoped that answers to the following questions would be found:

1. How important are winning athletic teams in the retention of coaches?
2. What type of personality is conducive to successful coaching?
3. Do coaches who possess high moral standards succeed more often than those coaches with low morals?

The present study was subject to several limitations. The interview technique, concerned as it was with personality traits, was contingent upon the administrator's personal knowledge of the coach and of the coach's acts.

Community pressure, politics, and other factors prevented the investigator from securing true and complete representation of school policies in many situations.

The Results

Coaching athletic teams in the public schools of Arkansas appeared to be a very unstable profession. Out of 100 schools selected for study, only nine schools had not made at least one coaching change during the ten-year period from 1946 to 1956. There had been a total of 301 coaches employed in these 100 schools during the period studied. The average tenure of coaches was three years. One school had changed coaches seven times during this ten-year period. Fifty of the 301 coaches were actually discharged, and there were eighteen others who probably resigned to keep from being released.

Reasons given for the discharge of physical education teachers and coaches were as follows:

1. The coach was indolent, 14 per cent.
2. The coach was not cooperative with the administrator, 13 per cent.
3. Low morals of the coach, 10 per cent.
4. Coach's inability to get along with people of the community, 10 per cent.
5. Teams showed evidence of inadequate coaching, 9 per cent.
6. Team members did not like the coach, 7 per cent.
7. Team did not win, 6 per cent.
8. The coach could not control his temper, 6 per cent.
9. The coach was a poor disciplinarian, 4 per cent.
10. Coach did not follow the state association rules, 3 per cent.
11. Other reasons, 18 per cent.

The fact that a teacher changed positions or was actually discharged appeared to have no adverse effect financially on the person concerned. Of the fifty coaches in Arkansas public schools who were dismissed during the period included in the study, thirty-nine actually profited financially in salary in their new position. In twenty-two instances the dismissed coach received a raise in salary in a new coaching situation. Ten of the discharged coaches quit the profession for a considerable increase in salary, while seven former coaches secured positions as school administrators.

More coaches were dismissed from schools where no athletic clubs existed than were discharged from schools where such clubs were in operation. Therefore, it would appear that the so-called athletic booster club does not adversely affect the high-school athletic coach.

Success in Coaching

School administrators were divided in their opinions as to what contributed to success in athletic coaching. A total of twenty items were mentioned one or more times by school executives. The three items which received the highest number of votes were: (1) Cooperation of the coach with the administration and faculty, 6 per cent. (2) The teams showed evidence of good coaching and the teaching of good sportsmanship, 6 per cent. (3) The coach was a good classroom teacher, 4 per cent.

In these same 100 high schools selected for study, 141 present or former coaches were also interviewed. These coaches' reactions as to the factors which contributed most to success or failure were in direct contrast to those given by school executives. Almost 100 per cent of those coaches interviewed stated they believed that failure to win

games was the leading cause for dismissal and that a winning team would have caused them to retain their position. Many of these same coaches believed classroom teaching to be of little importance in their retention.

Forty-two per cent of the 141 coaches interviewed stated they believed the undergraduate preparation should afford more opportunities for practical experience in coaching situations. In contrast to this, the superintendents were unanimously of the opinion that undergraduate institutions were not properly educating prospective coaches as to the place of athletics in the total educational program.

Concluding Statement

Upon analyzing the data one finds striking differences between the opinions of school executives and coaches relative to factors which contributed to success or failure in coaching. On the one hand was evidence that coaches believed they were employed for one specific purpose—to win games. On the other hand, superintendents were of the opinion that such factors as cooperation and classroom teaching were the primary causes for retention of coaches. It therefore becomes evident that much is to be desired in building greater understanding between the school administrators and athletic personnel.

There were nine schools included in the study where no coaching change had been made in the ten-year period studied. In all nine instances, the coaches who had long tenure were said to possess high moral standards. Ten per cent of the coaches who were dismissed were released for breaches of morals. It is evident that the moral standards of the coach have a definite influence on the length of his tenure.

We may assume that winning teams are important in the tenure of coaches. Almost 100 per cent of those coaches interviewed believed this fact to be true even though school executives seemingly believe otherwise.

The study showed that the high-school coach was not doing a satisfactory job of classroom teaching. The evidence also indicated that undergraduate institutions in Arkansas were not adequately meeting the needs of those who enter the coaching and physical education profession.

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How To Fail Successfully

A Student Check-List

Place a plus in front of the statement if it is true about you; a zero if false.

1. I do just enough work to get by.
2. I wouldn't think of doing more than is expected of me.
3. I think teachers have favorites.
4. When I violate a rule I always get caught. Others get by.
5. I don't make a special effort to find out what is expected of me.
6. I spend as little time as possible working on subjects I don't like.
7. I don't have any study plan. Nor do I have any method of checking myself to see that I am doing each day what is required.
8. I don't make a special effort to do my work neatly or accurately.
9. I get to class as late as possible—just in time to escape tardiness.
10. I get set to rush out of the room as soon as the warning bell rings.
11. I am not interested in keeping the building looking nice. I wouldn't think of picking up a piece of paper on the floor.
12. I am not particularly interested in my personal appearance.
13. I don't try to do exactly what the teacher expects of me.
14. I don't try to see things from the teacher's point of view.
15. I never compliment a teacher on any of his or her many fine qualities.
16. I am not concerned about the success of other students. I am solely interested in myself.
17. I do not try to be cheerful. I prefer to spread gloom.
18. I don't try to see the good points of my fellow students.
19. I know I am perfect.
20. I expect perfection in others.
21. I think others should look out for my welfare.
22. I always put off until tomorrow what I don't have to do today.
23. I think others are to blame for my failure.
24. I believe I am inferior. Others are more fortunate.
25. I am satisfied with myself. I don't need to do anything to improve.

Scoring: The greater the number of plus answers the more successful you are in the Art of Failure.

The Nature of Facts

D. B. Van Dalen

THE SCIENTIST MAKES observations to get at facts. But what are facts? Facts mean different things to different people. A layman frequently speaks of wanting the facts, but he usually has a rather narrow concept of facts. He believes their meanings are self-evident and their nature is precise, permanent, final, unchanging. To the scientist, facts are not something that are self-evident, but rather something that are found through probing. He is not dogmatic about the certainty of facts; he is constantly critical of them.

The scientist realizes that many facts are more elusive and less stable than the layman thinks they are. He does not expect all facts to be equally stable, precise, and accessible. He knows some facts can be expressed quantitatively, others can be expressed only in words, and some do not readily lend themselves either to mathematical or language descriptions. To the scientist, facts are any experience, change, occurrence, or event that is sufficiently stable and supported by enough evidence to be counted on in an investigation. Something cannot be called a fact unless there is adequate empirical evidence to prove that it exists. However, the empirical referent may be arrived at indirectly.

All facts are not equally accessible to the observer. Personal facts, such as dreams, memories, fears, preferences, feelings, revelations lie hidden deep within the individual. They may be very real to him and pass his personal tests of reliability, but they are not accessible for examination by others. A scientist cannot directly observe these inner, personal phenomena to see whether he draws the same conclusion about them as other observers or the individual having the experience. He must rely on the individual's description of the experience which may be inaccurate. Or he may infer that the individual's experience is like that he has had under similar circumstances which may not be true.

The following practical example illustrates the difficulties that arise when man tries to investigate personal facts. If a student takes the smallest piece of cake on the plate at tea, what motivates this act? Different observers will draw different conclusions. They may decide he is trying to be polite, he doesn't like chocolate cake, or he thinks the hostess is a poor cook. The student may report that he took the smallest piece because he is on a diet. Actually, he may be trying to conceal the fact that he has just eaten two candy bars and is not hungry. Personal, inner facts are one man's knowledge. Moreover, that man may not be willing or able to analyze his experience accurately. Personal facts are socially unreliable knowledge because they cannot be verified by public tests of common perception.

"Public facts"—those facts that can be observed and tested by everyone—*are much more reliable than inner, personal facts.* For example, if one man asserts that a particular object weighs ten pounds, any normal person can test the validity of that statement. If many men use their senses and special instruments to test the weight of the object and they all reach approximately the same conclusion, their findings can be accepted as being quite reliable. In time, public facts win common acceptance as the most trustworthy knowledge available to mankind.

The natural scientist deals primarily with "public facts," but some of the most pressing problems demanding solution in the social sciences involve personal, inner facts or a mixture of public and personal facts. Consequently, the social scientist encounters much more difficulty than the natural scientist when he tries to observe phenomena.

Facts are not all alike. For purposes of illustration the following paragraphs discuss three levels of facts that range from (1) those that man identifies through immediate sense experiences, (2) to those that man identifies by describing or interpreting his immediate experiences, (3) to those he identifies by engaging in a highly abstract reasoning process.

Facts of immediate experience are pure sensations without any names or labels. They represent raw experience because no attempt is made to identify, interpret, or assign meaning to them. These facts are known by immediate apprehension alone. They are sometimes called "pure facts" or at the most "factual of facts" because they have not been changed in any way by the individual's intellectual process. When facts of immediate experience undergo intellectualization, they no longer retain their pure character. It is doubtful that people, other than babies, can have such raw experiences, for very early in life humans begin to name or assign meaning to experience.

The second level of facts, those describing immediate experience, are not just raw experience. When man describes a sensation as a sound, he engages in a low level of conceptualization. Through an intellectual process, he associates the raw sensation with his past experiences and identifies it with that class of thing he calls sounds. Facts describing immediate experiences are relatively close to sensory experiences. They are not highly conceptualized. Some, however, are more conceptual than others. Facts which are primarily sensory in nature, such as sound or smell are less conceptual than those derived from thought or reasoning experiences, such as memories or ideas.

The third level of facts are derived from a highly abstract reasoning process. These facts are very remote from sensory experiences. They cannot be observed directly by the senses. Although they are highly conceptual in nature, they are supported by enough empirical evidence to prove they exist and therefore are acceptable as facts. For example, through an involved reasoning process, man constructs the proposition: The world is round. Man cannot see that it is round with his naked eye, but he can provide enough evidence traceable to various forms of sensory experience to confirm this proposition.

Another example of a fact derived from abstract reasoning is one that shows the relationship between two concepts. That intelligence is not closely related to motor educability is accepted as a fact. This relationship cannot be observed directly by an individual. It can only be experienced on the conceptual level. Ultimately, however, it can be traced to empirical referents. Most people do not realize how little of what they accept as facts is given by raw experience alone. Theorizing plays a major role in securing facts.

Concluding Statement

In summary, facts are not all alike, equally accessible, or equally easy to establish as "factual." A fact may be any event, experience, change or occurrence. A fact, therefore, is a generalized concept and capable of more than one meaning. A fact may be looked upon as a continuum of experience, from experience that is immediate to experience that is highly conceptual.

An Ultra-Modern Field House

NESTLED IN THE Gallatin Valley against rugged peaks and swells of the Yellowstone massif is the largest clearspan, laminated wood structure in the world—the Physical Education Center on the Montana State College campus in Bozeman.

This unique structure, better known as the fieldhouse, was designed by associated architects Oswald Berg, Jr. and the late Fred F. Willson of Bozeman.

Since a multi-purpose building was required at a minimum cost, the designers selected a shell type of construction, using glued, laminated fir arch ribs.

A tension ring at the base of the circular building counteracts the outward thrust of the ribs; a steel compression ring at the apex takes care of compression at the top. The result is that the structural members are self-supporting, allowing an unobstructed view of the main arena from both permanent and temporary seating.

The building itself covers 1.6 acres of ground while the roof shelters 2 acres. The main arena is clay floored and measures 300 x 170 feet. Under the dome, football, baseball and track practice, basketball games, ROTC drill sessions and a variety of college and public activities can be held.

Indicating the scope of the building's versatility, rodeos and livestock shows as well as a musical production have already been staged in the mammoth arena.

A portable floor, regulation basketball court size, is stored in the building when not in use. Seating capacity is from 10,000 to 150,00 persons, depending on the type of event and size stage required.

At the present time, 24 physical education classes are taught in the building which houses, in addition to the main arena, physical therapy rooms, administrative and coaches' offices. laundry, storage and mechanical rooms, concession stands and a kitchen, locker rooms, public lavatories and a main concourse.

Unique in the northwest not only because of its size and structural system, the versatile building also boasts superior lighting, ventilating and acoustical equipment.

The heating and ventilating system contains 18 large units which pull in outside air and blend it. To get rid of the old air, there are nine exhaust units in the center area.

The amount of air intake is entirely dependent on the size of the crowd and is governed automaticallly. It is possible to change the air in the entire arena every 20 minutes with the present system—and every 2 minutes in the locker rooms.

A semi-low level sound system with 52 speakers can control the sound required in any area of the building. An elaborate electric lighting system provides varying intensities and area of light as the occasion demands.

With an eye not only to the present, but to the future needs as well, microphone outlets are spaced at frequent intervals, assuring coverage of any type of event. TV booths and camera platforms are located on one side of the arena with radio and newspaper reporter areas on the opposite side.

Planned for two stages of construction, the building will also contain, when funds permit, a swimming pool with spectator area, dressing rooms, additional offices, an auxiliary basketball gym, hand ball courts, a wrestling room and a gymnastic room.

Overall cost of construction, including equipment and fees, was approximately $1,600,000, which is being paid entirely from student funds and receipts from activities held under the dome.

The main arena cost $9.90 per square foot, while the overall building cost was $11.10 per square foot, an amount considerably lower than other types of construction in the area.

Although the building first saw service early this year, formal ceremonies dedicating the center to the State of Montana were held December 4, 1957.

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All in the State of Mind

If you think you're beaten, you are.
  If you think you dare not, you don't.
If you'd like to win, but think you can't,
  It's almost a cinch you won't.
If you think you'll lose, you're lost,
  For out in the world you'll find
Success begins with a fellow's will,
  It's all in the state of mind.
Full many a race is lost
  Ere ever a step is run;
And many a coward fails
  Ere ever his work's begun.
Think big, and your deeds will grow;
  Think small, and you'll fall behind;
Think that you can, and you will.
  It's all in the state of mind.
If you think you're outclassed, you are;
  You've got to think high to rise.
You've got to be sure of yourself before
  You can ever win a prize.
Life's battles don't always go
  To the stronger or faster man,
But soon or late the man who wins
  Is the fellow who thinks he can.

—Anonymous.

ANNOUNCEMENT

The Report of the Governor's Conference on Youth Fitness is available free, in quantity. Write to V. L. Nickell, Superintendent of Public Instruction, Springfield, Illinois, for the number you need.

The College Physical Education Association

F. W. Kasch

THE 61ST ANNUAL meeting of the College Physical Education Association was held at the Miramar Hotel in Santa Monica, California, on January 2, 3, and 4, 1958. Approximately one hundred and seventy-five members registered and forty or more guests attended. Many new faces appeared, primarily from the west, but one also saw many former colleagues from the east, mid-west and south. It was a fine gathering and a very friendly one. Talking, eating, and meeting was the order of the day, with renewances of acquaintances on every hand.

Many of the members arrived early and had the pleasure and thrill of viewing the Parade of Roses Festival and the Oregon-Ohio State football game in the Rose Bowl. Some people also visited the famous Disneyland. The weather was ideal and outdoor swimming in the hotel pool was available to guests.

The meetings were well attended and of the same high calibre which always has typified the C.P.E.A. A. S. Daniels presided in magnificent fashion over the oldest physical education organization in America. Many excellent papers were read covering a variety of subjects, including: Problems, Teacher Education, Intramurals, Intercollegiate Sports, Research, Foreign Relations, Curriculum, Adapted, and Service Programs. A minimum of meetings were scheduled simultaneously, thus permitting delegates to attend without limiting their choice too much.

H. E. Kenney, of the University of Illinois, presented a paper on the "Illinois Story" with its many ramifications. He stated that the successful defense of a physical education program is first the welcome acceptance of the challenge. We must have open minds and be ready to exhibit our programs. Dr. Kenney showed the movie of the University of Illinois Service Curriculum which he stated was probably the greatest single factor in winning the challenge.

Another interesting report was given by W. P. Rhoda, of the University of Oregon, on student attitudes toward physical education. Through a questionnaire it was found that a great majority of the men students favored the Service Program and would elect physical education if it were not required. It is very gratifying to know that the challenge of physical education programs is being successfully met in some areas of the country in spite of the many pressures from science, mathematics, and other areas.

Charles Bucher, of New York University, presented a Report of the College Physical Education Association Committee on Physical Fitness. The report was timely in that it preceded the speech by Dr. Shane McCarthy who spoke on "Educating for Fitness." Dr. McCarthy, President Eisenhower's Advisor for Youth Fitness, came to Santa Monica for the day expressly to address the group. Of basic concern to all physical educators is Dr. McCarthy's statement that his office is definitely not to develop a bureaucracy, but that it is to encourage and stimulate fitness through the existing facilities and means at hand. He continued by stating that standards of fitness are to be developed by the College Physical Education Association and similar groups of experts and that these tests will be published for use by all agencies in the United States. We are not to develop fitness programs as was done during World War II or as it is done in Russia today, but we are to use the "American Way" to accomplish our goal. Dr. McCarthy feels that physical educators are the best salesmen for fitness and that we should use the West Point 5-year report on the high relationship of fitness to leadership and success as help in public relations.

The Reverend Bob Richards, two-time Olympic pole vault champion, made another of his interesting and dynamic speeches at the annual banquet. From graphic word pictures of the 1956 Olympic Games in Melbourne, Australia, he showed the tremendous comeback of some of the decathlon athletes after earlier failures. Bob believes that athletics is one of the best ways of teaching young people to do their best rather than being satisfied with mediocrity.

The following officers are to serve for this year: J. H. Shaw, Syracuse University, President; C. O. Jackson, University of Illinois, President Elect; Arthur S. Daniels, Indiana University, Past President; Ray Snyder, University of California at Los Angeles, Councilman-at-large; and R. E. Jamerson, University of North Carolina, reelected Secretary-Treasurer.

The meetings and speeches were inspiring and challenging and renewed ones faith in our great profession. Struggle is inevitable in physical education, yet it is also our strength.

Complete reports of the key speeches, summaries of all meetings, and reports of all committees will be found in the Annual Proceedings available in late spring from the secretary-treasurer, R. E. Jamerson, University of North Carolina.

The next meeting is scheduled for New York City December 29, 30, 31, 1958. Plan to attend.

Building Constructively for Safety

A. Chester Robinson

GYMNASIUM CONSTRUCTION CHALLENGES the attention of the architects, administrators, and physical educators. The architect has the answer to technical problems of stress and strain, but the administrator and his staff know the type of construction best suited to the program. Providing equipment, facilities, and safety therein, represent a tremendous problem for health and physical education personnel.

The architect has too often been interested in a beautiful exterior, a monument to his firm, and incidentally, to his own name. Therefore, he does not hesitate to cut out or reduce the essentials in the building, often the lockers, showers, and dressing room space. These are the areas where we find many accidents and hazards occurring.

The administrators, for economic reasons, have been willing to eliminate vital essentials of the plant. This makes a large student body more susceptible to hazards. Inadequate facilities, apparatus, over-crowded floors, and many other factors reveal the high incidence of injuries, abrasions, etc. Much of the blame for an inefficient plant and facilities must be borne by those in authority. Wise planning calls for complete analysis of present and future school enrollment, student needs, proper selection of site, and amount of expenditures for construction.

Physical educators should be aware of the hazards in athletics and able to inform the architect of safety implications involved in the program. An outline of the complete program should be placed in the hands of this individual with its hazards, as it exists, and as it is expected to be in the future. Select an architect who has had experience in building athletic facilities that reflect vision in meeting needs. He should be very familiar with building codes, city ordinance regulation, restrictions, and recommendations of various governmental agencies. The vast majority of these rules and regulations are purely concerned with fires, panics, sanitation, and the use of durable material. The gymnasium has come to be regarded as a dangerous place because one-third of all school building accidents occur there.

The architect should be informed about the types of showers, dressing rooms and lockers, both for girls and for boys, and special problems about ventilation, toilets, foot baths, and sound absorption. He should be given an estimate of the minimum service to be rendered during school hours and peakload during out of school hours.

Facilities and Equipment

Proper entrances and exits should be provided for the consideration of students and spectators. Single-type doors leading to the gymnasium help to prevent accidents. When other important rooms are on the same floor level as the gymnasium, the doors should swing out or away from the playing area. Shatter-proof glass indoors, preferably covered by a mesh screen or iron grating, reduces danger, and prevents cuts from fragments. Exit signs should appear above all doors leading to the outside. Where large numbers of spectators gather, there is the necessity of adequate doorways.

Certain rooms, for example, the apparatus room, should have a very large opening onto the main floor. The door between the two rooms should be the roll type. Folding doors are difficult to open and close. They extend into the main floor of the gymnasium and constitute a menace.

Exposed walls should never be covered by lockers and other equipment that is spotted about the main or playing floor. Equipment placed in this fashion gives rise to hazards and accident happenings. Exposed walls may be constructed of brick or cement. Walls should be of glaze, smooth-faced brick, or hollow tile, painted in light colors to lighten the room. The material should not crumble when used for hand ball, squash, or tennis, and should be sound absorbing.

All obstructed posts, basketball goal posts, the wall behind the goal, if close, should be padded to prevent abrasions, and accidents of knee, hand, arm, head and neck areas.

Removable bleachers are economical and safer. The ease of operation gives this type an advantage over the temporary or built-in type. Bleachers should be a minimum distance from the main playfloor. Thinking of safety from fire hazards, bleachers are placed near exits and entrances for convenience.

There has been for some time a controversy as to the type and kind of material to be used for the gymnasium floor. Concrete floors carry a very high rate of accidents, are less sanitary and harder to keep in playing condition. Experts recommend maple, hard pine, oak, or cork. Many give excellent services.

Floors should be polished with a non-oil wax, and the floors should be brushed thoroughly until oil has been removed from surface. No water should be allowed to remain on the floor. The physical educator who holds safety in high regard will cover the floor with mats or canvas during activity periods, for banquets, and social affairs other than dancing.

Service Rooms

Because of the ever increasing and growing demand for consultation with pupils, often requiring interviews, there is a definite demand for private office space. A private office should be provided for each physical education director with an outer office for the general public and students. Con-

veniently locate them for proper administrative control from the standpoint of supervising the service units, gymnasium floor, and athletic field. They should be equipped with showers and toilet facilities. Efficient administration of the department depends upon the proper location and equipment of offices.

In locker and shower rooms, old and new, many mistakes are obvious and noticeable. The room should be situated so as to give easy access to the gymnasium, classroom, or the swimming pool. Where classes overlap, i.e., one group entering the gymnasium as another is retiring to the dressing room, proper supervision by the instructor is highly necessary. Gymnasium and locker doors should not be locked as a means of controlling attendance and theft, as this is a violation of fire laws. The physical education department sometimes employs this very dangerous method of policing the various rooms. Floors in these rooms should be of nonslip material. Corrugated mats or wooden platforms may be used to lower the risks of slipping. Keep locker-room floors dry by not allowing bathers to enter the room until they are thoroughly dried off. One of the best safety devices is to prohibit running or roughhousing on the part of users of the locker room.

Because of the undesirable features of wet floors and moist laden air, the practice of locating these rooms together has been abandoned in new constructions. There is no satisfactory method of correcting slipperiness of floors. This matter has perplexed engineers for years. Footbaths, if used, should have nonskid bottoms, because the antiseptic solutions used usually add to the slipperiness of the container. To prevent scalding, showers should be equipped with mixing valves. The temperature of the water should never exceed 100 degrees F. Liquid soap is safer than bar soap for use in the showers. Bar soap is often left on the floor and becomes a slip hazard. The use of wooden platforms, bath shoes, and corrugated rubber mats are recommended, both for safety and hygenic purposes.

Available first aid is apparent. Much of the severity of injuries may be due to the lack of adequate and immediate care. It is desirable to have medical service available for all types of periods, class instruction, intramurals and interschool competition. The first aid or athletic training room should be planned for these purposes only, and located so as to be accessible from all parts of the athletic plant or gymnasium. Available space should be provided for locking and storing medicine to prevent improper handling.

Other Rooms

Space will not permit a discussion of the various rooms that should be incorporated in the construction of the gymnasium. However, for safety purposes, two very important rooms must be dealt with. They are the apparatus and corrective rooms. In legal parlance, the question of conducting an "attractive nuisance" poses a complex problem.

Gymnasium apparatus attracts pupils who may be injured in using these facilities unless proper supervision is provided. Lawful use in scheduled classes and during periods of recess, with proper supervision, does not constitute a nuisance. Several incidences arise when good leadership is not provided on the part of the administration, director, and the participant. Accident records reveal that certain pieces of apparatus cause more accidents than others. The dangerous kind should be eliminated. Periodic inspection, intelligent leadership, and the proper placing of apparatus eliminate the danger of collision. Gymnastics and the use of heavy apparatus activities have been discarded in many schools because no safety measures were practiced and injuries were quite prevalent. Correct demonstrations and interpretation of skills on the part of coaches is a much safer measure in gymnastic activities.

Maturity, ability, endurance, and speed are factors not measured when a person begins physical activities, but they should be considered a safety factor. The objective of corrective physical education is to completely correct or control defects. Individuals with defects are not required to participate in normal requirements of the program as other pupils. Physical examinations of the school pupils would reveal their physical condition. Physical education must study anew the human motor mechanism with particular reference to body control, strains, and expenditure of energy. Much of the so-called corrective work is not acceptable. Common errors are the attempt to correct individual defects of a large group in class work, neglecting important elements in personality, and failure to recognize the entire need for integration of the individual.

The following are general and safety suggestions for using gymnasium and facilities.

General Controls

Avoid overcrowding at events.

Do not violate building codes and fire regulations.

Make sure passageways and hallways adjoining physical education facilities are safe.

Install protective equipment according to best practices.

Inspect apparatus and equipment for splinters, splits and fraying.

Locate all equipment for safe use and avoid hazardous conditions.

See that floors are even, smooth but not slippery, and properly cleaned.

See that all doors are properly located.

Plan bleacher erection and removal by qualified personnel.

Edited by R. L. Wickstrom

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

Techniques for Organizing and Presenting Relays: Part I

THE RELAY IS a relatively unexploited device in physical education. At a time when schools are having growing pains and teachers are dealing with large classes in small indoor areas, the revaluation of the relay may provide a welcome spice to time-worn programs. With a little resourcefulness on the part of the teacher, a valuable system of relays can be developed. The writer would like to propose a simple method for organizing and presenting relays. This method may be used at any level from the elementary school to the high school. It is based upon the following principles:

1. Only skills which have been taught and practiced previously should be used. The presentation of new skills at the beginning of the period may provide adequate experience so that the skills can be used in relays that same period.
2. A series of relays presented at one time should follow a progression of increasing difficulty.
3. Only a few basic skills should be used during any one period but they should be included in a large variety of combinations.
4. Relays should provide a large amount of vigorous physical activity. (Except when used in the classroom).
5. The relays should be interesting and fun to do.
6. Full consideration should be given to safety factors so the possibility of injury will be minimized.

Method for planning and organizing relays.

I. *Select the skills to be included in the relays for the period.* Fewer and less complicated skills are needed in order to keep the level of interest high when dealing with children in elementary schools.

II. *Calculate the amount of equipment needed.* Bases for the computation would necessarily be (a) the type of skills involved and (b) the number of teams competing. Teams should consist of from eight to ten members. Effectiveness in using relays is lost when there is inadequate equipment to assure a satisfactory amount of individual participation.

III. *Anticipate potential dangers in performing the skills which have been selected.* When the relays have been outlined modifications, may be made to eliminate the sources of danger.

IV. *Combine the skills into relays.* This requires some ingenuity and inventiveness but it becomes easier with experience. Listing the possible variations of the basic skills might be an initial effort in this step. Rotation of the order of the skills, increasing the number of times a skill is performed in its regular or rotated order, and increasing the number of skills or movements are possibilities when combining or modifying relays.

V. *Set up rules for each relay.* This is an anticipation of the problems which may arise during the relay such as what to do when a performer drops a ball, or when the next performer should begin, or what the team should do when it has finished.

VI. *Arrange the relays in sequence in order of difficulty.* Interest is maintained by offering the challenge of increased difficulty.

While the above-mentioned procedure may seem a bit tedious, putting it into operation is not difficult. An example of how the method for developing relays may be used is offered forthwith, so the reader may follow it in a practical application. Let us assume that there is a class of fifty children in the fourth grade.

1. *Skills to be used.* Throwing a ball (onehanded overhand throw), catching a ball, running (including starting and stopping) and turning the body around in a complete turn.
2. *Equipment needed.* Chalk line five feet from the far wall, five eight to ten inch diameter rubber playground balls (if not available volley balls, soccer balls or even basketballs may be used). If several different types or balls are used, equipment should be rotated so that each team has a different ball for each relay. The distant wall must have unobstructed surface to a minimum height of five feet.
3. *Potential dangers.* Runner not being able to stop and running into the wall at the end of the relay, and throwing the ball to the next performer to hard. Remedy: performer stops in front of his team, does a complete turn-around and hands the ball to the next runner.
4. *Combining the skills into relays.* The variations of the basic skills are:
   a. Run to the opposite wall.
   b. Run to the five-foot line.
   c. Do a complete turn around.
   d. Throw the ball against the wall so it rebounds beyond the five-foot line in the air.
   e. Throw the ball against the wall so it bounces in front of the five-foot line.
   f. Throw the ball against the floor so it bounces against the wall and rebounds beyond the five-foot line.
   g, h, i. Catch the ball before it bounces in d, e, and f.

With these as the elements many combinations may be formed. Some of these combinations will be found in the following list:

(1) Run to distant wall—touch wall—return—turn-around—touch hand of next runner.
(2) Run to distant wall carrying ball—touch ball to wall—return—turn around—hand ball to next runner.
(3) Run to five foot line—throw ball against wall so it bounces on floor in front of line—catch ball on bounce—return—turn around—hand ball to next runner.
(4) Run to five foot line—throw ball against wall so it rebounds behind five foot line in air—catch ball before it bounces—return—turn around—hand ball to next runner.
(5) Run to five foot line—throw ball against floor so it bounces against wall and rebounds beyond five foot line—catch ball before it bounces—return—turn around—hand ball to next runner.
(6), (7), (8) Same as (3), (4), (5) except that runner turns around after running to five foot line before throwing ball.

These relays may be expanded by increasing the number of turn-arounds, by increasing the number of throws and by combining the types of throws. It seems that the number of combinations is almost inexhaustible.

5. *Rules for relays.*
   a. When all members of the team have finished running, they sit in a straight line facing the distant wall.
   b. When a runner does not make a correct throw or catch he must repeat the movement that was an error. No more than two trials on any movement are required.
   c. Any dropped ball must be retrieved by the person who dropped it.
   d. Any movement in a relay that is forgotten by a runner counts one minus point for his team. Two minus points by a team for any relay would automatically disqualify that team for that relay.
6. *Sequence of relays in order of difficulty.* This was done in step 4 to conserve space. Of course not all the relays in a detailed sequence need be used during one period. Too much similarity should be avoided, and bypassing some of the more simple relays, by careful selection, may be wise.

Practical Problem. (For eager physical educators or physical education major students). Using the above outlined method and principles, construct a series of relays for seventh grade boys or girls. The skills to be included are: (a) running backward, (b) bouncing a ball, (c) running forward, and (d) rolling a ball (volleyball or soccer ball to be used).

Conventions

National Intramural Association,
Seelbach Hotel, Louisville, Kentucky,
March 21-22

60th National Convention, with Central District, AAHPER, Hotel Muehlebach,
Kansas City, Missouri,
March 30-April 2

Southwest District, AAHPER Convention,
Hotel Utah, Salt Lake City, Utah,
April 10-12

Midwest District, AAHPER Convention,
Schroeder Hotel, Milwaukee, Wisconsin,
April 16-18

Northwest District, AAHPER Convention,
Hotel Benson, Portland, Oregon,
April 23-26

Eastern District, AAHPER Convention,
Sheraton Hotel, Philadelphia, Pennsylvania,
April 27-May 1

Edited by C. O. Jackson

Physical Education Around the World
PART III—The European Scene*

Dorothy S. Ainsworth

AS MY PLANE left Nairobi for Athens, my first European stop, I felt that I was almost approaching home territory. But as a matter of fact, I had never seen Greece or Turkey and looked forward to my visits to these countries with great interest. On my arrival in Athens, I found letters from a friend who had worked for many years in archeology in Greece. With her help I was introduced to the Agora, the former market place of ancient Athens just below the Acropolis, and visited the magnificent building, a reproduction of an original, where are housed the remarkable collection of the many things unearthed in the Agora.

I was very fortunate, too, to have as my guide (through Kosmos Agency) a young woman called Erica who knew and loved the monuments and the traditions of Greece. Erica and I set out on a tour of several days which was to take me past snow covered Mount Parnassus, to Delphi, and on to Olympia. There I saw the famous gate through which the athletes entered the stadium for the Olympic Games. Much of the stadium is still covered with the silt of the flooding river, but the ruins of the

* This is the third of a series of articles written by Dr. Ainsworth concerning her recent around-the-world trip. The other sections appeared in the October, 1958, and the December, 1958 issues of the PHYSICAL EDUCATOR.

The Author, center

temple and palaestra, the seats and hall of the judges, the former lodgings and many other buildings, are most interesting and impressive. The museum up on the hill contains relics of rare interest to those of us who love the games and sports of all eras.

My trip took me on through Sparta to Mistra, that former medieval city of Byzantine churches. Then to the famous theater, Epidarius, with its magnificent tier of seats fitted into the hillside, rising from the circular stage. One can well imagine the beauty of the dances on such a site. In the summer, performances are still given, but I was there the end of February. Even so, the pink almond blossoms were in bloom and many other fruit trees and the wild iris were thick in the grass at Olympia.

members of the faculty and saw pictures of some of the beautiful performances which take place on their great open field with the sea as a background.

I was interested to learn that physical education is so important in Greece that the government requires each school to have a demonstration of their work every year. These are important occasions and often climax the work of the year. Just as in our country, they have dance and sports, but also gymnastics, and much track and field, which is frequently called light athletics. The interest of the nation in the physical education of all their youth gives their program prestige and public support.

Turkey

After the almond blossoms of Greece, I flew into Instanbul in a snow storm. But the warm welcome

Annual Demonstration, Pierce College, Greece

Then after visits to Nauplia, Mycenae and Corinth, I was back in Athens again. From there I flew up to Thessalonica to visit a former student, Marika Kondozoglou, who is in charge of the Physical Education for girls at Anatolia College. The head of the boys' work is at Springfield College this year. Marika had come to us from this same college for a year of study. I was very happily impressed with the whole college and the spirit of students and faculty alike.

The school is located high above the sea and looks down across the city of Salonika to the blue waters of the Aegean Sea. Although it was a Saturday, some of the girls had waited to greet me and to show me some of their folk dances, which they did with grace and zest. That evening I met other of my friends there dispelled any chill I might have felt. One of our students, Suki Tirada, was teaching in an elementary school sponsored by Robert College, for children of American personnel in Instanbul. Also the representative of the International Association of Physical Education and Sports for Girls and Women, Mrs. Aybar, who had studied at Wellesley College, was in charge of the physical education program at the Constantinople College for Women and had as her assistant Jo Roach of the U.S.A., from Oregon. Thanks to these ladies and their friends, I had a most interesting time in the beautiful city of Instanbul.

The location of these colleges high above the Bosporus is magnificent. I had the pleasure of meeting the faculties of both colleges. I saw a class in

gymnastics for girls and, in spite of a very wet field, a good men's game of soccer at Robert College, as well as a very interesting boys' class in apparatus. The following day after lunching in the old spice market looking out on the Golden Horn, we met with the physical education teachers of Instanbul, men and women. I spoke to them and while there, I mentioned, as I had done in each country, the international meeting of our women's association, which was to be held that summer in London. There was also a most interesting demonstration of Modern Gymnastics by some of the girls of the schools of Instanbul.

France

Then I was on my way to Paris, and for the first time since I left Hawaii, I was to be in well known territory. There I found many old friends and was to see a great many things of interest. Mademoiselle Eyquem was the first to greet me. She was and

Mademoiselle Eyquem

is Vice-president of the International Women's organization which, for the sake of brevity, I shall from here on call the IAPESGW. We dined with the very able M. Gaston Roux, the national head of "Youth and Sports" for France, and his charming wife. His department, which is under the Ministry of Education, includes physical education. We lunched another day with Madame René Mayer, who is the president of the "Federation Francaise d'Education Physique," as well as having many other claims to fame. She also attended the meetings in London, I am happy to say.

There was Russian Folk Ballet in Paris and the Chinese puppets from Red China, which were interesting to see, and a very fine demonstration given by the school of Madame Poulard, who also was to come to the London meetings. I heard one of a series of lectures on modern dance which, due to Mademoiselle Eyquem, is a new and very active interest in France, as contrasted to the long-accepted ballet.

Italy

In Paris I secured a car (a French Ford) and drove south to Rome, where my nephew was stationed at the American Embassy. In Rome I had the pleasure of seeing Signora Gotta, who is the representative of the IAPESGW for Italy and a delightful person. With her I saw the National School of Physical Education, where she is in charge of the work for girls. She is very active also in the Olympic group, and I had last talked with her from her boat at Capetown in South Africa, when she was on her way back to Italy. This time I was to see the really beautiful modern gymnastics she composes and teaches. She also composes the music for her work, as she has a Diploma in Music as well as in physical education. Indeed, she is able to play her music and teach with great skill at the same time. The way her students would move from one position and set of exercises to the other and from one direction into the other was beautiful to watch.

We also saw the fields, stadiums, courts and handsome indoor pool which are available for the 1960 Olympic Games. One day I saw a part of the track meet in which the finalists of the secondary schools of Italy participated. It was conducted with great éclat and skill. On my last day, Signora Gotta brought me a beautiful book of the 1960 Olympics, the first copy in English.

Germany

When I left Rome I drove north through Germany and enjoyed seeing some of the beautiful old cities on the "Romantische Route." My objective was the Sportschule in Cologne, where I was to see my friends Dr. and Mrs. Diem. Frau Liselott Diem is the German representative for the IAPESGW and had also attended the Connecticut Valley Congress, U.S.A., in 1954. She is another very able person, and I was happy to see her again. She too was coming to London (as was Signora Gotta).

The school there is a very good one and has students from many other countries as well as from Germany. I saw a number of very good classes. Mrs. Diem is famous for her work for children as well as for her writings. I was delighted to receive her book "Who Can" (in English), with its clear explanations and charming drawings.

While there I lunched with the school faculty, headed by Dr. Diem, and met several friends who had been in America, among them Herr Koerbs and Renate Scholzmethner. That night I had the rare treat of seeing the second performance given at their magnificent new Opera House.

France

From Cologne we drove on into Paris, and there I was again involved in a whirl of interesting activities planned by Mademoiselle Eyquem. She and her two "collaborators," Madame Truc and Mademoiselle Choulat, were making a film for the London meetings based on the many activities with which girls and women are concerned in sports, physical education and dance. I was invited to go to see the filming of several parts of this picture. This took me to the Paris Opera House to the ballet class for little girls of from eleven to thirteen years of age, "les petites rats," as they are called in Paris; to the air show to meet a famous young aviatrix and record-breaker; to the National Sports School to see the national champion in apparatus work do some beautiful and spectacular work on the parallel bars and vaulting apparatus; to the same place another day for the filming of the youngest ballerina from the Opera and some school girls racing on the track. This was only a small part of the film which had involved them in an endless amount of work. But it was a great success in London, and I hope to show it at Kansas City.

There was more ballet, some pantomime and exercises in preparation for this art and visits to the schools in one of which I saw Madeleine Michel (now Mrs. Thirkettle) teach her children's classes. Some of you will remember her, as she studies and taught in the United States. I also saw some of the fine buildings and fields for physical education at the Ecole Superieure d'Education Physique at Chatenay when I went to see M. and Mme. Surrel.

This is the school which has an exchange arrangement with Sargent College, Boston University. The girls also go to the Sportschule in Cologne where I saw the Sargent representative and a girl from Chatenay. Paris was as lively as ever and my visit there ended all too soon. I also saw some magnificent tennis at the Stad Garos, the French Nationals, where there were many of the players I had seen in Adelaide, Australia, and would see again at Wimbledon.

So I left Europe with regret (as always) but deeply grateful to my friends who had given me the opportunity to see and enjoy so many things in Italy, Germany and France. My travels were to take me on to Britain where my "Round the World" trip would indeed finish "in style," with many interesting and enjoyable events.

Sputnik and Us

Don A. Bailey

SINCE RUSSIA LAUNCHED the first earth satellite much has been written about the need for a completely revamped educational system. An appeal has gone up for a greater stimulus to produce scientists. Some authorities have suggested that we concentrate almost entirely on the basic sciences, mathematics, physics and chemistry, and be done with the so-called trivialities of present day education. Physical education has not escaped unscathed from attacks by advocates of a return to the traditional. To be honest, some very harsh criticisms have been thrown our way. At a time like this, every physical educator must know with assurance where he stands and be prepared to defend his profession.

Everyone understands the need for scientists in quantity and quality. We are already several "beep-beeps" behind the Russians in the race for space. All of us would agree that a reappraisal of our educational system is long overdue. However, to suggest that education concentrate on basic sciences to the omission of other subjects in the curriculum, including physical education, is unprofitable thinking.

Science can tell us many things and solve many problems, but it cannot solve *all* our problems. For example, a man soaring in outer space can be reasonably expected to forget that he is physically unfit. Only when he finds that he hasn't the strength to free a jammed rudder (or whatever Sputniks have) does he become interested in his physical condition, alas, perhaps too late.

Scientists have smashed the atom, have just recently told us that the radius of a neutron is about 7×10^{-14} centimeters, and have launched guided missiles and flying robots. The scientist we are crying for will enable us to fly with greater ease, faster and farther than ever before. But it is the physical educator who can show us how to find relaxation in a game of handball, and know satisfaction and content.

Science has given us the automobile, movies, radio, television, plus many other modern advantages, all of which have changed our manner of living. However, from a physical standpoint it has not been a good change. The results of physical inactivity are now becoming painfully evident. We have been told that the majority of our children cannot pass a minimum muscular fitness test. The incidence of heart disease, obesity and mental health problems, due in all probability to soft and sedenatry modern living, is to say the least, alarming. Thus we can see that, while science answers many problems, it creates others which it cannot solve. Only through exercise, games, activity and physical fitness can we overcome some of the worst symptoms of what our historians regard as the decadence of the West.

Edited by Harry Grabner

CYRUS S. GROSSMAN, a native of Philadelphia, taught High School Bookkeeping there for a number of years, and, since 1946, has been engaged in Public Accounting in New York City. A long-time Folk and Square dance enthusiast, he started his programs in 1954 and now devotes more time to it than to pencil-pushing. He has taken extensive graduate work in Recreation and in Folk and Square dancing, and has his M.S. in Education.

Although the bulk of his work is with Senior Citizens—to date some 700 programs with more than sixty different groups—he has also had wide experience with the mentally retarded and the blind, and has conducted modified programs with the deaf, persons in wheel-chairs, and emotionally disturbed patients in hospitals. Simplifying and adapting dances for special groups, he tells us, is an absorbing challenge, and he now has more than twenty modified dances which have proved successful with oldsters and the handicapped. He hopes to have these published in manual form by a non-profit agency later in the year. In the meantime, readers will find descriptions of four of his dances in his article entitled, "Adapting Dancing for Senior Citizens," which appeared in the October 1957 issue of RECREATION.

In 1956 our guest caller conducted a demonstration program of Senior Citizens in Modified Folk and Square Dancing at the International Recreation Congress, which was held in Philadelphia. He has also conducted Golden Age Dance programs on TV, both in that city and in New York.

CURRENT ESTIMATES PLACE the number of mentally retarded in the U.S. at some five million. For them—as for such others as the blind, the deaf, and the orthopedically handicapped—the need for social recreational activities is perhaps greater than for the rest of the community. And we can do a good job serving these special groups in the degree in which we employ our skill, know-how, and, above all, our imagination in simplifying and adapting programs, so that they enjoy participation despite their handicaps. In this article I have taken four standard dances which I have especially modified for—and used with great success with—groups of mentally retarded aged 7-12, I.Q. 50-75.

Since the retarded learn quickest by imitation, I have simplified Bingo and 7 steps so much that advance demonstration or instruction is not necessary. And, far from feeling frustrated and confused by being plunged right into a new dance, these slow learners, on the contrary, lose themselves completely in the joy of it all within a few seconds after they start, and without any conscious learning effort, are doing well almost immediately—and all by imitating the leader. Masquerade *does* involve some conscious learning, but it's so easy and so much fun that they're hardly aware of it. But for the recreation leader who has never worked before with the mentally retarded, teaching them even my altogether simplified version of the very easy square dance Waltz Quadrille will convince him of the desirability of sticking to the no-advance-instruction circle type of modified dance as much as possible.

Accustomed as you may be—as a professional recreation worker—to seas of happy faces, you will nevertheless find it heartwarming—and your volunteer leaders exceedingly rewarding—to dance with the handicapped and oldsters. Their beaming faces, as they feel themselves altogether adequate in a most enjoyable activity in which they thought they could never—or were no longer able to—participate is the kind of a "picture worth ten thousand words."

You can effectively use these modified versions of Bingo, 7 Steps, and Masquerade with any group of normal youngsters when you want a dance which can be done pronto, and I have added suggestions for such groups in the individual dance descriptions.

Happy Dancing!

BINGO. Record: RCA Victor 45-6172 10″ 78 rpm

Any number may participate. Singing during entire dance (I have substituted my own lyrics throughout). Easily learned by imitation without any advance demonstration or instruction. Music is fast (6/8 time) and if I want it slower, I find it just as easy doing the dance a cappella. Arrange children in couples (two girls or two boys OK) holding inside hands facing LOD in a circle. Tell them to sing and dance just as you do—they'll catch on to both fast—start the record—and you're off!

	No. of measures	
(A)		Introduction: 3 chords followed by several notes.
(B)	8	Couples march in LOD singing "We love to sing, we love to dance, and

full of pep are we" (and repeat)

(C) Leader then calls out "CIRCLE" and couples quickly all join hands and form one big circle

(D) 6 and keep on marching (if leader wishes he can have them skip) in LOD singing "D" "A" "N" "C" "E" three times and then

(E) 2 Everyone stops, faces center, drops hands, folds arms, and sings "and full of pep are we"

(F) 5 The following is shouted rather than sung: "D" "A" "N" "C" "E". All are now facing center and as each letter is called out the arm (with fisted hand) and leg are trust forward as it is said, starting with the left arm and leg (But do not mention which to the children; no matter whether they start with the right or left, so long as they alternate—which they will do naturally). And so everyone will be taking five steps towards the center. And on the last letter all raise their hands above the head wave them, and shout the "E" a little louder and longer.

(G) Leader now calls out: "COUPLES" and dance starts all over again at (B). *The dance is played eight times on the record.*

You may use this "business" the first time you do the dance. Get them in formation first. Then ask them if they like to sing, to dance, and whether they're full of pep. You'll get a chorus of yeses on all of them. "O.K. then" you conclude. "Let's put on the record and start singing and dancing!"

If you do this dance with a normal group you can ask them for substitutions for the singing parts and they'll come up with lots! Here are a few:

"A holiday, a day of joy, and Easter is its name" (E-A-S-T-E-R), "Hip hip hooray, the month is May, and swimming we can go" (W-A-T-E-R). "Miss Jones' our teacher, Miss Smith's our principal, Class Two A are we" (J-O-N-E-S). "Pep Boys' our name; win, lose, the same; good sports always are we" (S-P-O-R-T) "On the ball, we'll win this fall, our team's tops you bet" (T-E-A-M). "Your're on the beam, we're with you team, go out and win that game." (G-O-W-I-N) . . . And don't worry about a syllable more or less nor a letter more or less—just squeeze it in or stretch it out. It'll do!

SEVEN STEPS (Seibenschritt). Record: Folk Dancer MH 1048A 10" 78 rpm

No partners needed and any number may participate. Easily learned by imitation without any advance demonstration or instruction. Music is fast (2/4 time). Singing, speaking, and acting parts may be added. Most any formation may be used. Your choice will depend on the shape and size of the dance area, the size of the dance group, and the acting to be included. Circle formation easiest to use. Straight line formations include: two lines facing each other; a series of lines all facing the same way; four lines facing in a square. Have four or eight in each line—including those on the sides of the square. Make sure lines are adequately spaced so that there is no colliding, bumping or sideswiping.

	No. of measures	
(A)	4	Introduction: 7 ascending followed by 7 descending notes and ending with a sharp chord. All join hands (if circle formation); join hands only within own line if in straight line formation.
(B)	2	Seven tiny running steps forward, singing "1-2-3-4-5-6-7"
(C)	2	Seven tiny running steps backwards, singing "1-2-3-4-5-6-7"
(D)		Drop hands.
(E)	2	Three rapid hand claps, pause; three rapid hand claps, pause.
(F)	2	Count slowly in a speaking voice "one-two-three-four" (No dancing in this part)
(G)	2	Repeat (E)
(H)	2	Repeat (F)

and the dance starts all over again at (B) after dancers have joined hands. *Dance is played nine times on the record.*

Simple Speaking Parts That May Be Added if Dance is Used to Greet Visitors or an Audience and/or Dance is Used to Introduce Dancers to One Another, to the Leader, or to Visitors or Audience.

At (F), instead of counting, have children recite in unison: "WEL COME-WEL COME-ONE AND-ALL" and at (H) "WE HOPE-YOU LIKE-THE WAY-WE DANCE." (Use all-lines-facing-audience formation). And where children in the dance are to be introduced, the leader has enough time at (F) to speak four names and four more at (H). Have boy or girl bow or curtsy as you speak the name. Thus in the first cycle of the dance you can have them recite in unison, and in the next eight cycles you have enough time to speak as many as 64 names! Retarded children do not have good enough motor coordination to speak their own names in the split-second timing required in this dance, but you can get normal children to do so with a bit of practice, plus your assist in the form of nodding or pointing to the child at the precise moment he is to speak his name. Or you might stand back of them and tap each at the exact moment.

ACTING ADDITIONS FOR NORMAL GROUPS (ages 7 or 8 to 13 or 14)

Retaining the very simple dance format (7 steps forward and back, plus 3 claps, pause, 3 claps pause), at (F), and again at (H) you can have the children make up "acts." They'll love it and its creativeness has no limits. Within the time that it takes to say "one-two-three-four" slowly, let them do anything: gesture, pantomime, gymnastics or a dance pattern or any body movements, talking, singing, whistling—or any combination of these. Have them work in units of four (although you can have them in lines of eight if you wish) and here are three simple examples you can give them: (1) BRUSH TEETH, WASH FACE, WASH HANDS, COMB HAIR; (2) BAT BALL, SHOOT FOR BASKET, JUMP ROPE, BOUNCE BALL; (3) LOOK AT WRIST WATCH, SCAN NEWSPAPER, TURN KNOB (one hand), ADJUST KNOBS (both hands). You can have all four children all do the first thing together, then the second thing together, etc., or the first child does only the first thing, then the second, only the second, etc. The examples given here are for gestures, but your children, can make up countless dance, gymnastic, and other sequences. For instructional purposes you might have them all in one big circle and have everybody do everything. Thus in the first example the dance would start off with 7 forward, 7 back, clap, clap, clap—pause—clap, clap, clap—pause. THEN: every child would make believe they are washing their teeth, then washing their face, etc. It will soon become obvious to the dancers that the most difficult part is to fit an action—or anything else they choose to do—in the split-second timing required. For literally a second is about all the time allowed for each of the four items. I usually have the children practice an "act" first to my speaking "one-two-three-four" without the music a couple of times. And even after I put the record on I will speak the "one-two-three-four" as they act. After I am satisfied that the youngsters understand what is asked of them I send them off in groups of four to the farthest corners of the room for "secret huddles" to cook up their acts. Then, if the group is 32 or less I find a square arrangement best. Have each group do its act twice: at (F) and again at (H) and make it a rule that the cycle for which any foresome is "on," it does not participate in the dancing or clapping of that cycle so that it will be relaxed and ready for the moment it starts its stuff. You can cue them at that moment by a nod, or pointing to them. If your group is apt enough you can have a foursome do some gymnastic or dance pattern at (F) stay in position while everyone else continues with the clapping in (G) and then the acting four "undoes" or reverses itself at (H). For instance, at (F) the first child jumps forward, the second backwards, the third slides in back of the first, and the fourth in front of the third. And they hold those positions through (G) and on the first measure of (H) the first kid gets back in place, on the second the measure, the second, etc. And if your group is keen enough one or more of your foursomes may actually be able to do an act with continuity which will last through several or even all nine cycles of the dance . . . Too many of our children do not have their imagination stimulated often enough in a creative way. Here is an opportunity for the recreation leader to do so—and achieve fabulous results . . . I never stop being amazed at what some of these kids will come up with.

MASQUERADE (Danish).

Record: Sonart M-304 10″ 78 rpm
(Also on Folkcraft and Folk Dancer labels)

Couple dance (two girls or two boys OK). Any number may participate. Requires demonstration but try to get it all in as the group does the dance. Music is mixed (4/4, 3/4, 2/4 time). Usually done in circle formation but if hall is long enough, I prefer one straight-line of couples—at least until they know the dance well.

	No. of measures		
(A)			Introduction: 4 sharps chords. Couples hold inside hands, facing LOD.
(B)	4	(4/4)	16 marching steps in LOD.
(C)			Drop inside hands. Turn solo (towards partner) in reverse direction.
(D)	4		Take inside hands of partners and 16 marching steps in clockwise direction.
(E)			Drop inside hands. Turn solo (towards partner) in reverse direction. Couples are now in original position as in (A), facing LOD. Take inside hand.
(F)	4	(3/4)	Out, in; out, in. Couples hold inside hands during all of (F). (i.e.: turn away from your partner, turn towards him, and repeat)
(G)			Face partner, taking his both hands in yours—holding arms horizontally.
(H)	4		Sway arms and body four times, the first time in the LOD, the next in the opposite (i.e. clockwise) direction, and repeat. (Normal groups may add a step-swing with each sway)
(J)	4		Repeat (F)
(K)	4		Repeat (H)
(L)	4	(2/4)	Still facing partner and holding each others both hands (i.e. his

left in your right, his right in your left), both bend elbows, and, moving arms with piston-like movements, pump back and fourth rapidly in a horizontal position about 8 times. Stop.

(M) 4 Still facing partner, spread out arms wide, each move a little to the left, rapidly walk around once completely as a couple—both moving forward—winding up in original position.

(N) 4 Resuming bent-elbow position, repeat (L)

(O) 4 Repeat (M)

And entire dance starts again at (B). *Dance is played three times on the record.*

If using circle formation, keep on reminding kids that boys are always on inside and girls on outside excepting when turning at (M) and (O). If your formation is straight-line find something distinguishing on the two walls parallel to your lines (windows, doors, clock, stage, etc.) and remind dancers which wall they must always be nearer. And cue them all along; "Go, stop, drop hands, turn, take hands, go, stop, drop hands, turn, take hands, out, in, out, in, take partners' both hands, sway, sway, sway, sway, drop other hand, out, in, out, in, take partners' both hands, sway, sway, sway, sway." And at the point where they start the arm piston movements I sing out with the melody "dee, dee, dee, etc." which always sends the children into gales of laughter, and they find themselves dee, deeing with me, which I encourage, as I do any joining with me in my prompt calling or singing. And I always call out "turn" at the beginning of (M) and (O).

You might use this sort of "business" with them before you start the dance: Tell them it has a serious and a silly part. And as they march along in (B) and (D) say that that is the serious part and that we march proudly—tall and erect like soldiers. And when we get to (L) I call out "and now get ready for the silly part" and the kids sure are full of mirth as they do the rest of the dance—so much so usually that I must caution them to cut down the noise they are making so that we can hear—and keep time to—the music. And as we start the dance all over again I will call out "And what does Jackie Gleason say?" "And away we go" is the answer I look for, and if not forthcoming, supply.

Retarded children cannot be expected to drop hands, turn solo, and take hands fast enough at the end of (B) and (D) and so I always call out the "stop, drop hands, turn, take inside hand" along about the twelfth measure to make sure they are ready and in place to start the next part in time.

If you use the dance as presented here with normal children I recommend that you do all the demonstrating during the dance as the music plays, and if you cue them the first couple of times, for the third—and last cycle—on the record, if you stay in there with them they might be able to follow just by watching you, and after you have played the record a second time, they can do it on their own without your even being in the circle with them or cuing them in any way. But with the retarded you must always be in there dancing with them and cuing them.

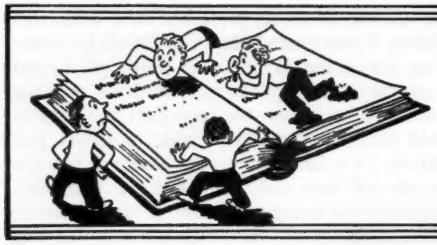
WALTZ QUADRILLE. Record: Kismet 156A (without calls). Key of G. 10″ 78 rpm

A square dance all in waltz time. Will require demonstration and if you have more than one set of retarded children on the floor you will need helpers; do not expect that other sets will catch on just watching the set which is demonstrating; your oral instructions in this case will not help much. Two girls or two boys may act as a couple (in that case, in the call, substitute "now you" for "lady," and "and you" for "gent.")

The call goes: "First couple down center, divide the ring, lady go right, gent other side, EVERYBODY, honor your corner, don't be afraid, honor your partner, and walk promenade." The initial introduction on the record is 8 measures, the call itself 16 measures, and the walk promenade 8 measures. Have children simply walk around square in couples, with their own partners, holding inside hands. Then you call out "SQUARE-UP" and start with "Second couple" etc. Record permits each couple to have a second go-around.

You will have to walk each of the four couples through individually, and remind the opposite couple to drop hands and move a little away from each other as the performing couple divides the ring. Then you must remind the divided couple to take hands again. And you will have to practice the honor your corner and honor your partner parts. Again, as the couples walk around the square the boys need to be reminded to stay on the inside, the girls on the outside. You can of course speak your call, but it is more fun if you sing it to the melody, and always encourage the children to sing with you.

You can get retarded children to do this square dance and enjoy it, but it will require much individual demonstration and practice. For succeeding dances try to keep the same couples and in the same positions, and you may have to keep on reviewing the dance for some time. The eight measures on the record for the children to "walk promenade" around the square, you may find, will require you to hurry up the couples a bit. In that case try keeping your square more compact. There is no speaking part in the call during this walking period.



BOOK Reviews

Edited by K. W. Bookwalter

JOHNSON, GRANVILLE B., JOHNSON, WARREN R., AND HUMPHREY, JAMES H., *Your Career in Physical Education.* New York: Brothers Publishers, 1957, pp. 275, $3.50.

The aim of the text is to introduce the reader in an informing manner to the fields of Physical Education and the allied Health Education and Recreation fields.

The historical development of the objectives of physical education is outlined and its contemporary philosophy compared and explained. Certain principles are shown to be essential to the attainment of these objectives and the need for explaining both to the public is shown.

The nature of activities and programs suitable for public schools and colleges is briefly shown and the need for profession growth and preparation stressed. The reader is told how to obtain and hold a job and the common on-the-job duties outlined as are essential comments relationships. The relationships to allied fields are shown.

KARL W. BOOKWALTER.

KINZLE, DONN, *Practical Track Athletics,* New York, Ronald Press Company, 1957, pp. 212, $4.00.

This source provides information on the techniques of training, running, starting, sprinting, speed-endurance events, hurdles, endurance events, steeple chase, relay events, finishing, and discusses equipment.

Outline drawings profusely elaborate the descriptions of techniques and events are well broken down into their details. Pace schedules are given for several track events as well as daily program schedules.

This book should be tremendously valuable to the beginning or experienced track coach.

KARL W. BOOKWALTER.

KRAUS, RICHARD, *Play Activities for Boys and Girls,* New York, McGraw-Hill Book Company, Inc., 1957, pp. 236, $4.95.

The book is divided into two parts. In Part One there will be found chapters on the role of play, activities children enjoy, and effective leadership. In Part Two, there will be found descriptions of a number of activities such as: active games and contests, party games and mixers, folk dances and singing games, creative rhythms, fun with music, informal dramatics, arts and crafts, special events, and family fun. In the chapter on folk dances and singing games, music, descriptions, and illustrations of dance patterns will be formed. A classified bibliography concludes the book.

A leader of children's activities will find the book helpful in suggestions for an all-around program for children of elementary school age.

CAROLYN BOOKWALTER.

LASALLE, DOROTHY, *Guidance of Children Through Physical Education* (2nd Edition), New York, The Ronald Press Company, 1957, pp. 375, $4.00.

A comparison with the first edition reveals that revision has been rather thorough.

The first part of the text deals with objectives and method. The second part deals with carefully graded activities for grades one to six.

Special features are simple methods of evaluation, the needs and characteristics of children of different ages and the inclusion of over 200 activities for these grades.

KARL W. BOOKWALTER.

MEREDITH, FLORENCE L.; IRWIN, LESLIE W.; AND STANTON, WESLEY M., *Health and Fitness* (Third Edition), Boston, D. C. Heath and Company, 1957, pp. 450, $4.20.

The authors have kept in mind leading the high school student to *want* to know what he *needs* to know. The important health problems have been emphasized and the development of attitudes thereabout encouraged.

Facts needed for the understanding of principles of healthful and safe living are included and necessary basic general and biological science background is provided.

Information needed in the near future of the high school graduate is included and an attempt is made to broaden his interests in the sciences contributing to health.

Study guides conclude each chapter and the text seems to be attractively written. The chapters are well unified and kept short. The integration of

the content is aided by sound organization into nine units. A glossary is included.

KARL W. BOOKWALTER.

MACCONNELL, JAMES D., *Planning For School Buildings*, Englewood Cliffs, Prentice-Hall, Inc., 1957, 348 pp., $6.95.

An excellent text of practical value to school administrators, faculty and staff members, school boards, architects and engineers. Three distinct areas are covered in an interesting manner: general planning problems—population movement analysis and surveys, committees involved, financing and site selection; specific planning techniques—general educational requirements and specific needs of the elementary, junior high, senior high, and junior college levels; school plant development—final planning procedures and construction, orientation and in-service training for new plant use and operation. An abundance of pertinent photographs, diagrams, sketches and tables add to the text's comprehensiveness.

Of particular interest to physical educators are the excellent discussions of facility and program needs of physical education for each of the various school levels in relation to the overall plant and curriculum.

HOWARD R. NIXON.

MACMILLAN, DOROTHY L., *School Camping and Outdoor Education*, Dubuque, William C. Brown Company, 1956, 160 pp., $3.00.

A paper-back book which covers briefly the field of camping. Included are such topics as: the need and place of camping, required leadership, general administration practices, site planning, health and safety factors, general and special programs, and evaluation procedures. Several sample report forms and a list of selected references appear in the appendix. Several photographs, sketches, forms, sociograms, and figures are included.

HOWARD R. NIXON.

MEYER, MARGARET H., AND SWARTZ, MARGURITE M., *Team Sports for Women* (3rd Edition), Philadelphia, W. B. Saunders Company, 1957, pp. 422, $4.50.

The text has been revised to conform to the official rules in the sports guides of N.S.G.W.S. and the latter guides are essential supplements to the text. Further revision was aimed at making the material more readily available.

Basic drills for squad practice in all team sports and the fundamental skills are stressed. The sports include: basketball, hockey, soccer, softball, speedball, and volleyball.

Line drawings, a brief history of the sports equipment and its care for each of the selected sports make for a rather thorough treatment of the important sports rather than a superficial over view of many sports..

KARL W. BOOKWALTER.

MILLER, ARTHUR, G., AND WHITCOMB, VIRGINIA, *Physical Education in the Elementary School Curriculum*, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1957, pp. 303, $5.00.

This text will be helpful in setting up a well rounded physical education program for the elementary schools. The emphasis is placed on the practical side of teaching with just enough theory at the beginning to furnish a background for the practical.

Details of class organization are touched upon and teaching techniques and methods are explained. Suggestions on program planning are clearly presented for seasonal, weekly, daily and "extra class" programs.

The remainder of the book is full of the games and activities that are necessary to a good physical education program. The activities are divided into low organization activities, team sports, stunts, tumbling, and apparatus, individual and couple activities, dance activities, and activities that can be integrated into the social studies, language arts, arithmetic, and special days program. The activities are clearly explained, and are accompanied by excellent teaching hints.

OTTO RYSER.

SNELL, CATHERINE, Editor, *Official Basketball Rules for Girls and Women, September 1957-September 1958*, (Reprint) Division of Girls and Women's Sports, Washington, D.C., American Association for Health, Physical Education and Recreation, 1957, pp. 121-160, 25 cents.

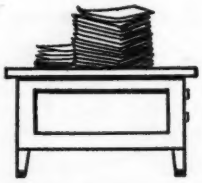
This reprint edition of the rules for basketball is the rules part of the *Basketball Guide* for those who want only the official rules. This is an inexpensive form of the rules suitable for student use in learning the rules.

CAROLYN BOOKWALTER.

WISEMAN, HOWARD and BRUNDLE, FRED, *Archery*, New York, Dover Publications, Inc., 1956, 112 pp., 65¢.

This booklet briefly traces the development of archery from the caveman to the present day. The details of the modern technique for target archery, illustrated, are contained in a section on How to Shoot. All facets of bow and arrow activity are covered, including the elements of making equipment, archery, golf, field and flight shooting and hunting. Competition and clubs are also included in this booklet along with archery records from 1900.

JOHN B. HODAPP.



Recent ARTICLES

Edited by K. W. Bookwalter

BAIR, DONN E., "Identification of Some Philosophical Beliefs of Influential Leaders in American Physical Education," *Research Quarterly*, 28, 4:315-320, December, 1957.

This study aimed to determine with what eminent educational philosophies the beliefs of contemporary professional leaders in American physical education are identified. Four philosophies were assumed to be pragmatism, realism, idealism, and aritomism. The former two were considered to be naturalistic, the latter two spiritualistic.

The instrument devised to ascertain the beliefs of the contemporary leaders consisted of 12 categories each reflecting the four philosophical positions. The leaders chosen were 35 selected members of the Academy of Physical Education and 17 non-members selected by the 35 Academy members.

With regard to program building, 89 per cent of the leaders were naturalistic. With regard to the administrators, 58 per cent were spiritualistic. Naturalism predominated, except with regard to the administrators, as 54 per cent of those completing the checklist indicated naturalistic beliefs in at least two-thirds of the categories. While women did not differ from the total response, they did indicate a majority of strongly-held beliefs. The male respondents indicated a majority of moderately held beliefs.

KARL W. BOOKWALTER.

BLESH, T. ERWIN and SCHLOZ, ALFRED E., "Ten Year Survey of Physical Fitness Tests at Yale University," *Research Quarterly*, 28, 4:321-326, December, 1957.

In a study of the physical fitness achievement, over ten years, of freshmen males at Yale approximately 10,000 were tested. Pull-ups, push-ups, fence vault, sit-ups, standing broad jump, and vertical jump were the tests employed.

The classes of 1951 to 1960 were somewhat progressively less fit—51 per cent in 1951 class and 38 per cent in 1960 class. The event most often failed was the chins and the event most often passed was the sit ups. Agility tests were more readily learned than were strength items.

Strength, agility, and coordination can be improved in a rather short period of time, however. (Of the failures, 80 per cent passed tests after 12 weeks of three half-hour periods each.)

KARL W. BOOKWALTER.

BRIGHTBILL, CHARLES K., "Recreation Education in the World of Higher Learning" *Recreation*, Vol. L, No. 10, December, 1957, pp. 374-375.

Recreation education and liberal education are linked by their common purpose—free and abundant living. Recreation is not so much a matter of what one does as it is an attitude of mind with regard to what one is doing. It is a way of living.

Recreation can be a revitalizing element in the process of education itself by helping all persons develop appreciations and skills for leisure time. It may also professionally prepare a limited number of competent leaders.

Liberal education emphasizes the cultivation of the mind and the intellect. Professional education must include the capacity to think. General education is largely centered upon social responsibility and common needs. Recreation education aims at broad training rather than depth in a narrow aspect of such education.

In addition professional recreation education includes professional or special education. Recreation education is not a substitute for a general and liberal education. It is a supplement and complement.

KARL W. BOOKWALTER.

CAVINDER, FRED D., "Smoking Cancer Link Discounted," *Indianapolis Star*, Saturday, December 28, 1957, p. 9.

The author cites Sir Ronald Fisher, the celebrated British Statistician, as saying that British researchers "jumped to conclusions" concerning cancer's relation to smoking when figures were not conclusive."

"Present information is insufficient for proof" and further research is needed. He cites the paradox of evidence that cancer is more frequently contracted by non-inhaling smokers than by those who do inhale.

Fisher is cited as saying that a conclusive cigarette-cancer test would take 30 or 40 years and as recommending further research on the problem.

KARL W. BOOKWALTER.

THOMPSON, CLEM W., "Cigarette Smoking and Lung Cancer," *Journal of Health—Physical Edu-*

cation-Recreation, Vol. 28, No. 9, December, 1957, pp. 29, 30, 34.

In one decade lung cancer has increased 144 per cent. It has also been the greatest increase of the types of cancer in males for several decades. Research in the lung cancer-cigarette smoking problem has increased more in the last 6 years than in the previous 50. Over 15 independent studies have found an association between lung cancer and cigarette smoking and it is estimated that the risk of lung cancer is 5 to 15 per cent greater in the male smoker than the non smoker. Significant increases in death rates of smoking in 50-69, age groups over those of non smokers. At least ten conditions of inferential nature are associated with lung cancer.

However there is evidence of disagreement among the medical profession as to the causality of such associated factors. This article cites 28 papers on this moot topic.

KARL W. BOOKWALTER.

COOKE, JERRY, "Sports in the U.S.S.R." *Sports Illustrated,* Vol. 7, No. 23, December, 1957, pp. 38-62.

Sports loom big in U.S.S.R. The government supports them with facilities and with propaganda. The one T.V. chain broadcasts sports news daily.

Furthermore 17 national sports clubs, originally fostered by the trades unions, organize national and international sports events and determine standards.

Facilities are every where, available free or by 75 cents annual fee for club members. The parks, in addition to providing recreation, remind one of the need for fitness by the many statutes of male and female athletes at work. And athletes do seem to be *at work* for the participants are in earnest. Physical fitness and sports excellence are the objectives—fun seems to be minimized.

The nursery school child is exercised. The radio starts the day off with exercise drills. The workers are exercised at the factory on "company time" for the increased output presumed to result.

Bicycling, hiking, swimming, boating, tennis are among the many recreation activities. Hunting and fishing seemed to be reserved for nationals; foreigners never seem to manage to be invited. Billards too seem to be participated in sub-rosa.

Soccer, the national sport, attracts 100,000 a game. Gymnastics, track and field and basketball rank high. International participation is on the increase and is in earnest as might be expected.

The author's summer visit is documented by 16 pages of color photographs. Sports are in earnest in U.S.S.R., according to Cooke.

KARL W. BOOKWALTER.

GRAY, WOOD, "Higher Education in the Nations of the World: Numbers of Institutions, Faculty, and Students," *AAUP Bulletin,* 43, 4:594-597, December, 1957.

There are more institutions of higher education in Europe than anywhere else in the world and North America is a close second. Africa has the fewest. Types of institutions and methods of reporting the institutional information differ from one country to the other.

Of the data collected, forty countries reported only one higher educational institution. The United States reported the greatest number—1851—nearly three times the number reported to be in Russia.

The United States has more students in its institutions than do all the countries in Europe. It has over three times as many students in higher educational institutions than does Russia. Russia leads the European countries. France is second to Russia but has about one-fifth the students than Russia has.

Incomplete records show that in the world there are 7719 higher institutions, 480,000 faculty, and 6,591,068 students.

CAROLYN BOOKWALTER.

MACCARTHY, SHANE, "Punching for Fitness," *Journal of Health—Physical Education—Recreation,* 28, 9:17, 18, December, 1957.

Shane MacCarthy writes about the place of boxing—the "manly art of self-defense"—in education. He suggests the avoidance of intercollegiate boxing as a gladiator show, using educational boxing as a training ground for the professional ring, of considering the professional champion as a paragon of youth fitness.

On the positive side, he recommends promoting boxing in education, stopping aping professional prize ring psychology, using educational methods of instruction, proper protective equipment, keeping tournaments amateur, using the training methods for boxing—such as rope skipping and bag punching—in our fitness programs, making points not knockouts the factor in victory.

(This reviewer recognizes some worthwhile practices in the recommendations but also doubts the profession's ability to control the recognized abuses.)

KARL W. BOOKWALTER.

An Antidote for a Successful Failure

Any student this side of insanity wants success and the admiration and goodwill of fellow students and teachers. He can have this if he is willing to change his attitude toward the practices marked plus on the check-list. (p. 19.)

The student who assumes responsibility for his own troubles and works in harmony with the faculty is not apple-polishing teachers. He is practicing principles that will bring him the success and happiness to which he is rightfully entitled.

Outstanding People in the Profession

Edited by K. W. Bookwalter

ARTHUR S. DANIELS was born in New York City in 1905. He earned the B.S. degree at Springfield College in 1931, the A.M. degree at Columbia University in 1935, and the Ed.D. degree at Columbia University in 1942.

He has been on the staff of Allegheny College, 1931-37, University of Illinois, 1937-45, and summers at Columbia University, 1937-42.

His service record extends from 1942-45 with the United States Air Force when he was separated with the rank of Lieutenant Colonel. His experiences included the Technical Training command, Physical Training, Personnel Distributions, and finally Chief of Reconditioning for Convalescent Hospitals in the Continental United States. The latter work merited a citation by the Air Force.

In 1945, he went to Ohio State University where he served until recently. As of July, 1957, he became Dean of the School of Health, Physical Education, and Recreation at Indiana University.

His professional activities and honors include Vice President of the AAHPER, President of the College Physical Education Association, Fellow of the American Academy of Physical Education, and Fellow in the AAHPER.

He is author of *Adapted Physical Education* and several other books and has written numerous articles for professional journals.

ARTHUR S. DANIELS

DON CASH SEATON

DON CASH SEATON was born in Canton, Illinois, on January 31, 1902. He received the B.S. and M.A. degrees from the University of Illinois in 1925 and 1936 respectively and the Ed.D. degree from New York University in 1947. He has a unique record as a coach, administrator, and teacher in the field of health, physical education and safety. He served as the Illinois State Director of Physical Education from 1937 to 1942. From 1942 to 1945, he was in charge of the Fourth Naval District Physical Fitness Program, and Rehabilitation in the 11th District. He was the New York University Coordinator of Safety Education for the New York Public Schools from 1945 to 1947. He is presently Professor, Head of the Department of Physical Education and Varsity Track Coach at the University of Kentucky.

Dr. Seaton received the Distinguished Service Awards of the Kentucky Association for Health, Physical Education and Recreation in 1955 and of the Southern District for Health, Physical Education and Recreation in 1954.

He has served as chairman and in other capacities for approximately 20 sections of the Southern District of the A.A.H.P.E.R. He was awarded the Sanford B. Perkins Fellowship at the Center for Safety Education at New York University.

His contributions to the literature include many magazine and professional journal articles. He was director of eight courses of study for the State of Illinois. His books include *Safety in the World Today, Safe All Around, Safety in Sports, Physical Education Handbook, Safety Challenges You,* and *Basic Book of Sports.*